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ABSTRACT

This document contains 4 issues of the Trustee Quarterly: fall 2000, spring 2001, summer 2001, and fall 2001. The fall 2000 issue contains seven features and six departments. Among the features are: "The New Economy: Who Will Lead the Education Movement," by Rucker; "Community Colleges Tackle IT Staffing Challenges," by Matina; and "Looking at Community Colleges as a Laboratory for Synocracy," by Heelan, Redwine, and Black. The spring 2001 issue includes the cover story, "Paige at the Helm: Promising Strong Partnerships with Community Colleges," by Lazarick; and "The Leadership Challenge: A Significant Number of Presidents Will Retire in the Next Few Years," by Polonio. The summer 2001 issue includes "Policy Challenges Confront Community College Boards," by Brown; Escaping the Dangers and Difficulties of the Board's Routine," by Stratton; and "Campus Insecurity: Protecting College Data from Hackers and Viruses Is Crucial," by Sloan. Finally, the fall 2001 issue includes "Building Bridges to the Growing Latino Community: A Conversation with Raul Yzaguirre;" "No Crisis Plan Is a Crisis," by Fazzini; and "Don't Be Worm Food: The Early Bird Keeps Up with Network Security," by Huber. All issues contain a message from Darrell Shumway, the Chair of the Board of Directors of the Association of Community College Trustees. (NB)

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Trustee Quarterly, Fall 2000-2001

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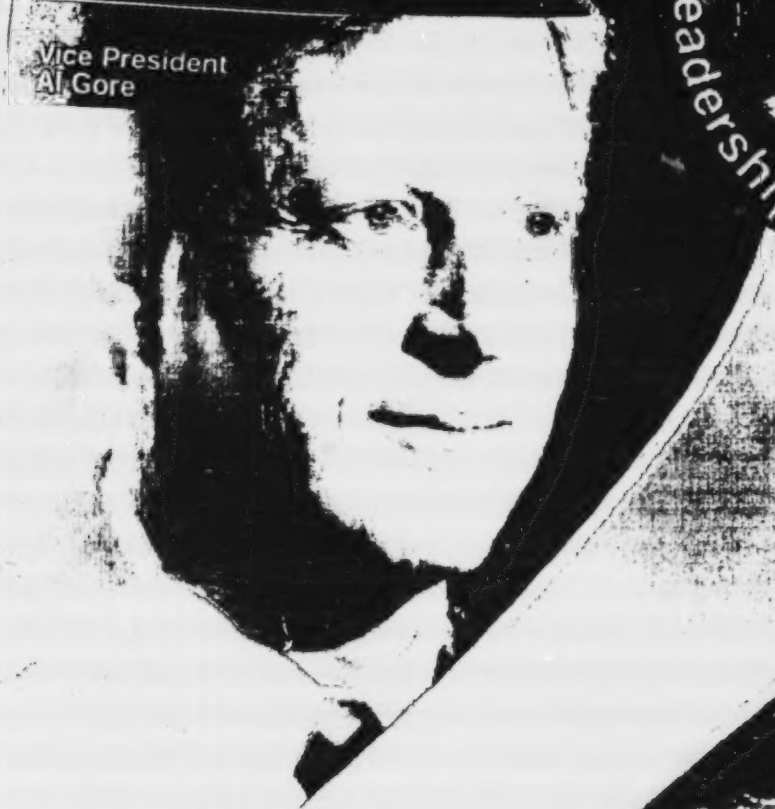
FALL ISSUE, 2000

TRUSTEE QUARTERLY

2000 Preconvention Issue

Nashville, Tennessee

Leadership In A Democracy



Vice President Al Gore

The New Economy: Who Will Lead the Education Movement?

Governor George W. Bush

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ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

A Note from the President

These pages are packed with the faces, the ideas, and the vision of education leaders. At the height of the election season and as ACCT prepares for the fall convention "Leadership in a Democracy," the role of the board of trustees as a keystone in our democracy comes into focus. A "keystone" that Webster's defines as that "one of a number of associated parts that supports or holds together the others."

Boards of trustees have a key role in democracy. Just as there are checks and balances in government, there are checks and balances for government. Like the free press, the notion of citizen governance of public education is deeply rooted in democracy. Where education is concerned, the public didn't place its trust in the government, but in the people, in boards of trustees. As a result, we have been able to shape colleges that serve the people, with a curriculum that is the "peoples'" truth. The outcome is that independent citizens are able to participate in the process of self-governance.

Board policy can be a key factor in the effectiveness of democracy. We all know that there is a wide gap between "being able to" and "doing." Too many people feel powerless in this democracy. Too many people see themselves at odds with the "government." They fail to see that they are the government, or they can be, and should be. Boards can help give the government back to the people through policy that assures curriculum, student development activities, and public programs that demonstrate how and why each individual can and must be an effective member of a democratic society. The survival of this "great experiment" in government depends on it.

Board advocacy is key to the implementation of its policy. Trustees must use their positions in the community and on the board to activate the political process, advancing state and federal policy and resources for community colleges. Trusteeship is a solemn responsibility, a great opportunity, and a keystone in our democracy.

Ray Taylor

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FALL ISSUE, 2000

TRUSTEE QUARTERLY

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Public Policy

By J. Noah Brown
ACCT Director of Public Policy

Making Accountability Democratic

Accountability in higher education ranks as one of three top priorities for policymakers. Concerns over the cost of higher education, low-performing K-12 schools, and the overwhelming support for higher education by voters have helped lead policymakers in some 37 states to create state-based accountability standards measuring performance. But is state-based accountability democratic?

According to Webster's New Collegiate Dictionary, "accountable" is defined as: "1: subject to giving an account: answerable 2: capable of being accountable for: explainable." Thus, in order to be "accountable," one must be answerable and capable of explaining to those to whom you are accountable." This notion is arguably strongly democratic. But is it true in practice?

Community college trustees, whether elected or appointed, are answerable to their communities. Trustee boards articulate a college's vision and provide clarity by setting priorities, or "ends," on behalf of their communities. Trustee boards are part of the checks and balances system available to policymakers who want to ensure community representation and community relevance.

But a recent ACCT policy survey found that community college trustees are largely ignored by state policymakers. Only 23 percent of those surveyed said they were involved in helping set state accountability standards, and only one-third believe that such standards measure against their colleges' community-defined missions. Thus boards can neither explain nor account for most state-based standards because, more often than not, they were excluded from setting such standards.

Is this a problem for community colleges? You bet! Most states focus on outputs (transfer rates, degrees granted, etc.) for gauging performance. U.S. Department of Education data show that 42 percent of community college students leave during the first year, and less than half return within 4 years. Of those that persist, only one-half earn a degree or certificate. And for transfer students, only 38 percent who moved on to a 4-year institution had earned a degree after 4 years. These days, some 15 percent of community college students have earned a degree or certificate before they enroll. These data suggest failure if transfer and degrees earned are the endgame!

So state-based accountability standards often fail to use democratic means to ensure democratic ends. They rely heavily on indicators that neglect the impact of community college programs and services on those for whom such colleges exist in the first place. They tend to ignore the mission of most community colleges to provide relevant and responsive workforce education and training. And they neglect trustee boards' roles in setting institutional outcomes and in serving their communities. Making accountability more democratic means that trustee boards must exert greater leadership by participating actively in the future design, implementation, and monitoring of state-based accountability standards. □

Legal Issues

Understanding the Future of Affirmative Action

in Community College Admissions and Faculty Decisions

By Ira M. Shepard
ACCT Counsel
Schmeltzer, Aptaker & Shepard

By John R. Seewald
Schmeltzer, Aptaker & Shepard

In the last *Trustee Quarterly*, we addressed the importance of diversity training for community colleges (Summer 2000, p. 26). In this issue, we address a related issue: When can trustees formulate and implement affirmative action policies for admissions and personnel decisions in support of the community college's mission to achieve educational diversity? And how can they support the college's critical role of providing postsecondary education for their community's socioeconomically and racially diverse members?

Recent court decisions have challenged the ability of educational institutions to formulate and administer admissions policies and to make personnel decisions based on the need to foster racial and ethnic diversity. The critical issue facing community college administrators will be how to develop programs and policies that enable their institutions to achieve racial diversity within the confines of emerging legal framework.

Admissions policies and practices

A number of educational institutions are currently embroiled in litigation over the constitutionality of using race as a factor in admissions decisions. It has been established that straight racial quotas are unconstitutional under the Fourteenth Amendment's Equal Protection Clause (see *Regents of the University of California v. Bakke* 1978). However, Justice Powell's opinion in *Bakke* indicated that institutions of higher education could take race into account as a relevant factor in support of their efforts to achieve educational diversity within their student bodies.

Educational institutions, including community colleges, have uniformly relied upon the opinion of Justice Powell in *Bakke* as legal precedent to support their efforts to achieve racial diversity in their classrooms. However, Justice Powell's opinion has recently come under question. First, although Justice Powell cast the deciding vote in *Bakke*, no other Supreme Court justices agreed with his analysis. Second, since *Bakke* was decided, the Supreme Court has heightened standards for justification of public programs and policies that take race into account, and some current Supreme Court justices have gone so far as to make statements questioning whether racial diversity can ever be a compelling governmental interest.

Under current constitutional standards, any race-based classifications are subject to strict scrutiny. In other words, they are presumed to be unconstitutional and will only be upheld if they are narrowly tailored to serve a compelling governmental interest. In *City of Richmond v. J.A. Croson Co.* 1989, a plurality of the Supreme Court questioned whether non-remedial justifications for race-conscious actions, (e.g., the promotion of racial diversity) can ever be a compelling state interest sufficient to pass constitutional muster. Despite these critical challenges, however, the Supreme Court has never expressly rejected Justice Powell's opinion in

continued on page 29

The New Economy: **Who Will Lead the Education Movement?**

by Teri Rucker

After an era of unprecedented economic growth and the Cold War long since over, Americans will look inward and place more importance than ever on domestic policy for the 2000 presidential election. Issues such as social security, health care, and Supreme Court nominations will be on the minds of voters.

Education has also come to the forefront. Perhaps not since the end of World War II, when servicemen needed training to move smoothly back into a peacetime economy has education been of such great concern to Americans. The Servicemen's Readjustment Act of 1944, the GI Bill, was enacted by President Franklin D. Roosevelt and led to lasting changes in America's system of higher education, turning uncertainty into opportunity for thousands of war veterans.

A similar uncertainty taints the optimism prosperity has brought as businesses clamor for employees, begging Congress to increase the number of H1-B visas to import qualified workers, because they cannot be found at home.

Americans are searching for a way to improve public education so high school students will graduate with a proficiency in math, science, and technical skills. Everyone can agree – something must be done, but what? Unquestionably, the next president will shape the future of America's education system in the new economy. And so it is with these issues in mind that the Trustee Quarterly *examines where the major contenders stand on education going into the 2000 presidential race.*

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"Education must become not just a period in our lives but a way of life in the 21st century." "Together, we must bring revolutionary change to our public schools. I want to work with parents, teachers, and principals to create the modern classrooms, higher standards, and smaller class sizes your irreplaceable kid deserves." – Al Gore, from the vice president's 2000 campaign Web site.

☑ In April, Gore identified five areas he sees as critical to improving education and training America's children for the future: raising standards and improving the basics in schools, modernizing schools, expanding access to higher education, making schools safe and drug-free, and working to give every American the chance to learn for a lifetime.

☑ Gore wants to spend $115 billion over ten years to create an Education Reform Trust Fund that will help students, teachers, and schools meet higher standards. These investments will provide support for universal preschool; small, safe, successful high schools; smaller classes; and high quality teachers. Funding is part of the solution, Gore says, but the key to success is demanding more from students, teachers and schools.

☑ To ensure that graduating high school students can read their diploma, Gore advocates exit exams and other measures to ensure that they have basic skills. Gore also calls for voluntary national tests in 4th-grade reading and 8th-grade math to make certain every student masters the basics.

☑ Gore suggests offering competitive grants to school districts that enforce zero-tolerance policies for guns, enforce fair and firm discipline policies, and provide alternative educational settings for children expelled from school. The grants would provide funding for school districts to create "second-chance schools" where children expelled from school and those headed for trouble could get the help and services they need.

☑ In 1996, Gore launched a national initiative to wire every classroom to the Internet, providing $1.66 billion in funding to connect 640,000 classrooms and libraries to the Internet.

☑ Under the Clinton Administration, Gore supported the creation of the HOPE scholarship that gives students a $1,500 tax credit that will help make the first two years of college universally available, and he favored increases in the Pell grant program.

Campaign 2000: What's at Stake for American Education?

With Election 2000 in full swing, it's a good time for trustees to remind themselves what's at stake for American education in the new century. Texas Governor George W. Bush and Vice President Al Gore have made it clear that they both seek the mantle of "Education President." But beyond the rhetoric, whoever makes it to the White House in January 2001, will have a lot to say about education policy and the federal government's role in helping people keep abreast of economic and global change.

Republican and Democratic education platforms emphasize fundamental change in American education policy. Both Vice President Gore and Governor Bush favor giving parents greater choice in where their kids attend school, yet each candidate supports different strategies for promoting greater choice. Governor Bush supports vouchers; Vice President Gore does not. Each supports increasing the number of charter schools.

Vice President Gore and Governor Bush want to use the largess of the federal government to ensure greater accountability in American education. Both support establishing a $500 million accountability fund; Governor Bush to reward schools that improve students' test scores; Vice President Gore to help states pay for improvement plans. And each plans to improve teaching through a variety of financial incentives to teachers and schools.

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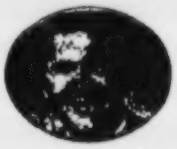
Each candidate's centerpiece for higher education focuses on expanding the annual contribution limits to education savings accounts. Vice President Gore proposes raising the annual limit $500 to $2,500 (Gore also would allow employers to contribute, and individuals to withdraw monies throughout their lifetime); Governor Bush, $500 to $5,000. Governor Bush favors student loans and increasing Pell Grants to low-income students who take additional math and science courses in high school, while Vice President Gore has supported the current administration's efforts to increase federal student aid and expand tuition tax credits.

Trustees, like the two major candidates, have divergent views about reforming and strengthening American education. But trustees are united around serving their communities. The trustees' association, ACCT, has and will continue to challenge both candidates to focus on an agenda that serves all our communities:

- That college be made truly accessible to all Americans by substantially increasing the investment in student aid;
- That community colleges be recognized by Washington as America's leaders in workforce education and training;
- That more be done to ensure successful and long-term transition from welfare dependency;
- That legislative and regulatory burdens be reduced and eliminated that impede institutional flexibility and innovation; and
- That legislation enhance community colleges' use of emerging communications and educational technologies.

For a copy of "Campaign 2000 and America's Community Colleges," visit www.acct.org, or call the ACCT Office of Public Policy at 202/775-4467.

— J. Noah Brown



"Even as many states embrace education reform, the federal government is mired in bureaucracy and mediocrity. It is an obstacle, not an ally...The inertia of our education bureaucracy is a national problem, requiring a national response... I don't want to tinker with the machinery of the federal role in education. I want to redefine that role entirely. I want to guide our government by the North Star of a new agenda – an agenda of rising standards and real results."

— From the George W. Bush presidential campaign Web site.

☑ Bush's platform for reform involves setting high standards and giving schools the flexibility to meet them, measuring the students' progress, and rewarding schools where performance improves, blowing the whistle on schools where performance stagnates or falls, and empowering parents with information and options.

☑ Offering states unprecedented freedom from regulation in exchange for measurable achievement and increasing the options of parents by providing information on school performance and promoting competition are the cornerstones of Bush's education reform.

☑ The Bush campaign Web site lists seven priority education issues: character education, education savings, head start, local control, school choice, school safety, and student achievement.

☑ To foster choice, Bush supports establishing a Charter School Homestead Fund to provide over two years $3 billion in loan guarantees to help establish or improve 2,000 charter schools nationwide.

☑ The governor also favors giving parents of Title I students trapped in persistently failing schools federal education dollars in a portable account to use in a school or program of their choice.

☑ To encourage people to save for education, Bush wants to expand education savings accounts for parents to increase their annual contributions from $500 per student to $5,000 and withdraw funds tax free to pay for education expenses from kindergarten through college. □

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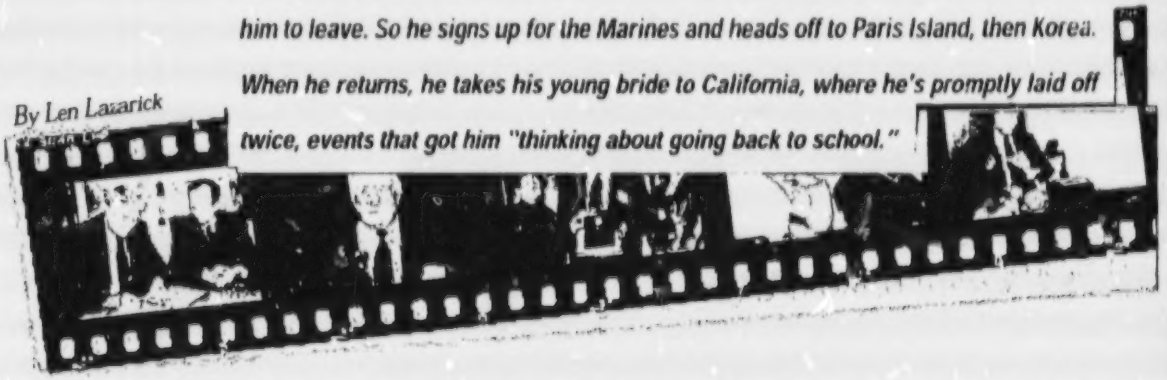
David PIERCE Reflects on His Role as Leader of AACC

The story is a familiar one played out in community colleges across the nation, with variations for time, place and gender. A young man from a small town in Oklahoma goes off to liberal arts college in New England. And it was "like being turned loose in a candy store," he laughs. The first semester is a disaster and the college encourages him to leave. So he signs up for the Marines and heads off to Paris Island, then Korea. When he returns, he takes his young bride to California, where he's promptly laid off twice, events that got him "thinking about going back to school."

By Len Lazarick



That school in the 1950s was Fullerton Junior College. The young man eventually got a job teaching at Costa Mesa High School, and then he started teaching nights at Orange Coast College and " next thing I knew I had a job there."

That's how David Pierce, perhaps the best-known community college leader in the nation and certainly in the nation's capital, got his start in community colleges. He retired this summer after nearly a decade as president of the American Association of Community Colleges (AACC), part of a career that included service as executive director of the Illinois Community College Board and chancellor of the Virginia system. It was not a career he had planned, Pierce says.

" I haven't been the type of person that adopts a list of goals. . In fact, as I came into this position [at AACC], I pulled out of it, I think, twice, before I got corralled and cornered and nailed down. In fact, I can't even tell you how I ended up in administration. I was very happy with myself teaching math at Golden West College and, the next thing I knew, I was at Waubonsee Community College as the dean of instruction starting a brand new college [in Illinois]. And I look back, trying to figure out, 'How did I make that decision?' I can't pinpoint it.

" This is just the way things evolved. It's been wonderful. I would not have traded this for anything in the world. It's been just a marvelous experience for me and my wife, and we feel incredibly fortunate for having had this opportunity. But it was not anything that was designed."

Whether by accident or providence, Ray Taylor, president of the Association of Community College Trustees, is one of the many people grateful for Pierce's service at AACC. " He's been an incredible partner," says Taylor. " From the very first day we began talking about collaboration and working together in public policy, working with one voice and working hard to make that a reality.

" The people on Capitol Hill and in the White House really respect him greatly. Because of that, community colleges have had an incredible impact on public policy that they wouldn't have had he not been there."

The *Trustee Quarterly* talked to Pierce this past summer as he was about to finish cleaning out and packing up his modest office at AACC headquarters on Dupont Circle in Washington. During that interview Pierce discussed some of the achievements community colleges saw during his decade-long tenure as leader of AACC:

"We've been up to the top of the mountain and down in the valley and on some side trips, as well. But, in general, most of what has happened has been positive for community colleges.

"I think there's a higher level of acceptance and understanding of community colleges on the part of federal and state policymakers today than there was 10 years ago. I think, in general, the public likes us, though I do not think that they fully understand us," Pierce says as a way of assessing the community college movement during the last 10 years.

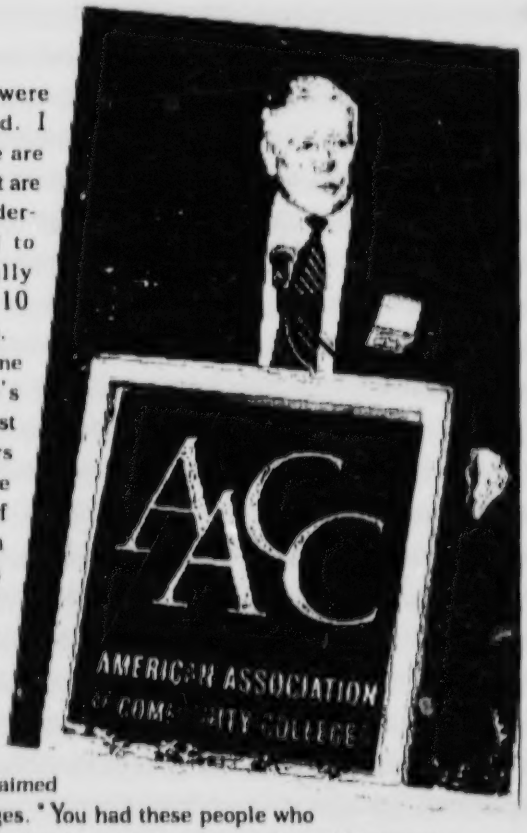
"I'm sure that most people, locally, understand their community college about as much as they want to. And they don't stop to worry about the larger movement or the connectivity of it all. But, there are people who do, and those are policymakers and government people and media people. And so, for those people, there's still a challenge [to] understand and interpret. But you have so many different governing systems, so many different ways to bond the colleges and so many different variations of mission that it's hard to come up with this ideal picture of a community college" for everyone.

Communities for the most part "feel that what we're doing is good. They feel that we have programs that are meeting certain needs and that we're reasonable cost- those are the kinds of things that they do understand," Pierce explains.

Pierce highlights an improving relationship with the higher education community. He said community colleges are now recognized as essential providers of the nation's skilled workforce. "We're not the sole providers, by any means, but we are certainly one of the most important. The fact that we provide 60 percent of all nurses, of all the allied health workforce [for] this country is an important thing that didn't necessarily change during these 10 years," but it is finally being acknowledged.

Community college funding has also improved. According to Pierce, the amount of money community colleges received from the National Science Foundation grew from $1 million to almost $50 million and will probably continue to expand in the years ahead.

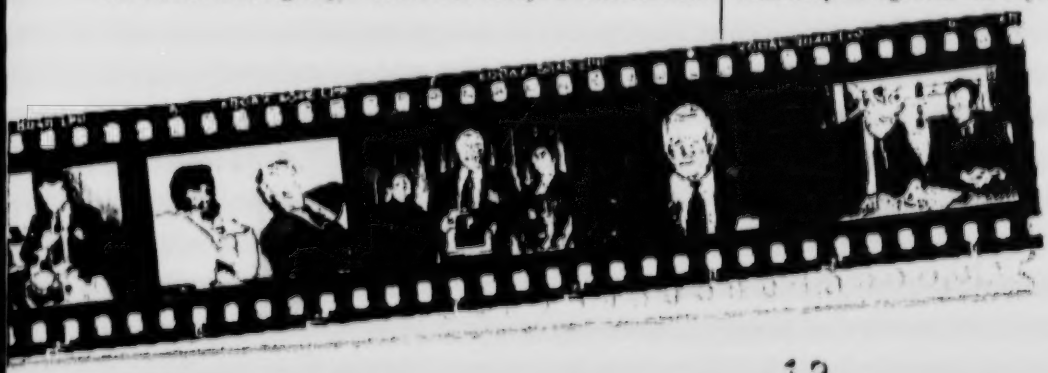
Pierce also refers to strengthening partnerships with U.S. AID (the Agency for International Development) and USIA (the U.S. Information Agency). "There was always a concentration of colleges that were deeply involved. I think today there are more colleges that are aware of and understand the need to become globally engaged" than 10 years ago, he says.



Perhaps the time during Pierce's tenure that he most fondly remembers is "the incredible good fortune of having had such strong advocates in the federal government, such as President Clinton, and Labor Secretary Robert Reich," who publicly acclaimed community colleges. "You had these people who were well-recognized touting community colleges on numerous occasions, including two or three times in the State of the Union address. I think that was an incredible leg up for us."

Perhaps the lowest point of his tenure was when the Department of Education gained the authority to regulate community colleges' accrediting body. "To this day, I do not understand why the higher education community didn't rise up on that one," Pierce says.

Despite the peaks and valleys David Pierce was witness to, the common values of community colleges- an emphasis on quality teaching, universal access and low cost- those are the things that should remain in the limelight. "Those are all values that we hold dear, that we all rally around, and those are what keep us together," he says. □



George Boggs Assumes AACC Presidency

By Elizabeth Frengel

"I do not come to the association with a lot of preconceived ideas for change. I will want to work with the board and the staff to expand on the good foundation established under Dave Pierce's tenure.

With the retirement of an association leader comes opportunity and challenge. For the American Association of Community Colleges, much of the challenge is tempered with the confidence that incoming president George R. Boggs will take AACC to new heights with his reputation as a visionary and more than 30 years of experience as an educator, writer, and champion of community colleges.

George Boggs made a name for himself as president of Palomar College in California, where the ideas behind a "Learning College for the 21st Century" (or Learning Paradigm) originated from Palomar's vision statement. During Boggs' tenure, the college developed a renewed focus on student learning and was recognized nationally as a flagship college for its innovative approaches to education. Furthermore, as president of Palomar, Boggs made increasing diversity among college faculty one of his top priorities. He also improved Palomar's fundraising strategies, and established partnerships with local businesses and government to better the community as well as college services.

No stranger to professional and civic service, Boggs brings an extensive history of higher education board service with him to his new position of community college leadership. He is currently on the board of directors for the American Council on Education (ACE) and the Western Association of Schools and Colleges and is a member of the Inter-Regional Accreditation Committee for the Western Governor's University. Past work includes service as a board member and board chair of AACC,

a committee chair and evaluator for the National Science Foundation, a member of the President's Work Group on Accreditation for the National Policy Board, and the ACE Task Force on Teacher Education. Boggs has also written more than 50 articles and chapters and has lectured extensively on critical higher education issues including faculty preparation and evaluation, leadership development, college governance, developmental education and cultural diversity. Boggs earned his Ph.D. in educational administration from the University of Texas at Austin.

As president of AACC, Boggs says his primary goal will continue to be furthering community colleges, but on a grander scale. "The opportunity to advance the community college movement by providing leadership to our national association is a rare and exciting one," he said. Yet, Boggs continued, "I do not come to the association with a lot of preconceived ideas for change. I will want to work with the board and the staff to expand on the good foundation established under Dave Pierce's tenure. I have the greatest respect for Dave Pierce and what he has done for the community college movement during his tenure with AACC."

However, Boggs does come prepared with a crucial agenda to discuss with AACC's board and staff. Among the many issues he hopes to bring to the forefront of the association are:

- **PROTECTING** the mission of the comprehensive community college in the face of threats to access (challenges to remedial education and changes in financial aid policy are among those threats), competition from other providers, and the high rate of turnover of community college faculty and leaders;
- **ESTABLISHING** a stronger community college presence in the media, especially in policy areas and field development;
- **WORKING** with ACCT to improve the visibility and prestige of state and local boards thereby improving recruitment and retainment of board leaders, as well as having ACCT provide technical assistance with college CEO searches;
- **HELPING** community colleges to become more competitive for grants and nontraditional funding; and
- **PROACTIVELY IDENTIFYING** and sharing community college best practices with AACC's membership.

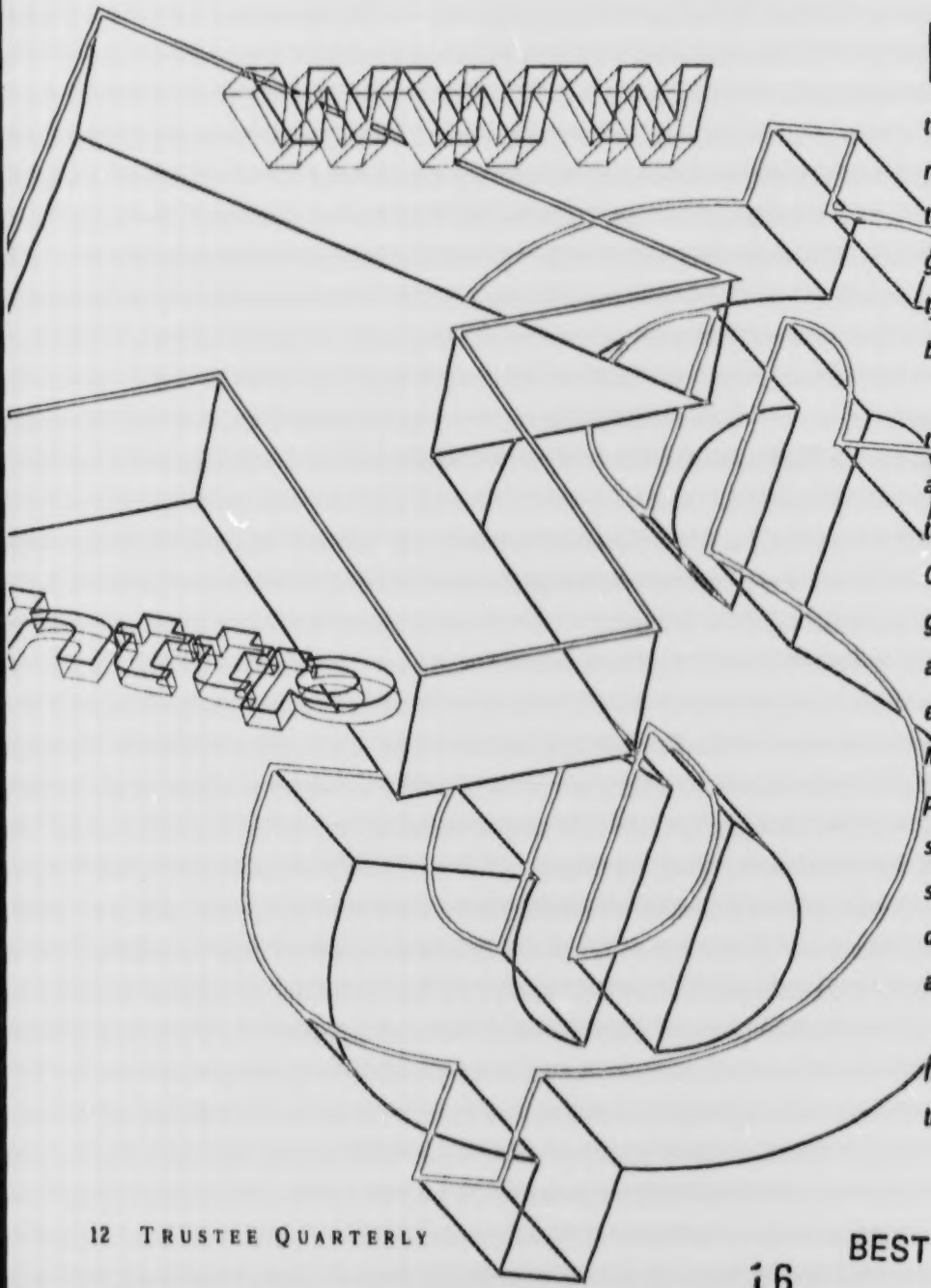
He is currently on the board of directors for the American Council on Education (ACE) and the Western Association of Schools and Colleges and is a member of the Inter-Regional Accreditation Committee for the Western Governor's University. Past work includes service as a board member and board chair of AACC, a committee chair and evaluator for the National Science Foundation, a member of the President's Work Group on Accreditation for the National Policy Board and the ACE Task Force on Teacher Education.

The upcoming presidential election is an important opportunity for community college leaders to work with the candidates to ensure they understand the significance of community colleges and their provision of access to higher education, Boggs says. He also feels it's important to make clear the community college role in workforce development and K-12 teacher preparation- issues crucial to the U.S. economy now and in the future.

AACC Board Chair Carolyn Williams says, "The board was impressed by George's strong academic background, his many years of dedicated service to community colleges and AACC, and by his unquestioned personal integrity. He has been an innovative leader among California community colleges and nationally, and we are confident that he will continue the enormous progress community colleges have enjoyed during David Pierce's presidency." □

Community Colleges Tackle **IT Staffing Challenges**

By Rick Matina



With unemployment at record lows, businesses in all sectors are struggling to recruit and retain people skilled in information technology. Colleges are at an even greater disadvantage because they typically offer lower salaries than the business sector.

Training and retaining IT staff are two critical and strategic issues affecting all sectors of higher education, according to the 1999 Campus Computing survey. "Clearly the growing demand for IT personnel across all sectors of the robust U.S. economy contribute to this challenge. Moreover, in the competition for IT personnel, campuses are often at a significant disadvantage because salaries and benefits lag well behind options and opportunities in business and industry."

However, some SCT clients are finding innovative ways to address the challenge.

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Larry Whitworth, president of Washtenaw Community College in Ann Arbor, Michigan, is all too familiar with the gaps- make those chasms- in salaries between community colleges and the private sector. His director of Web services, only 28 years old, recently left the college to take a $150,000 package with WebCT. Her assistant, in his mid-30s, left for a job that pays $65,000.

"We're all struggling with this issue," said Whitworth. The college has undertaken two initiatives to help level the playing field. First, it is eliminating the paperwork and bureaucracy and reducing the length of time it takes to interview and hire people. Recently, the college held an IT employment fair and hired people right on the spot.

Second, the college is no longer requiring IT staff to be credentialed. "It's ironic because we're a credentialed agency, offering people credentials, such as certificates and degrees. But we recognize that the colleges in our area do not yet offer credentials in the areas we need. There are no colleges in our area offering a data base administrator (DBA) degree, or a Web management degree. So we look for knowledge and experience, not degrees."

Recently, the college hired three young college dropouts with considerable knowledge and experience in Unix operating systems.

To the west of Washtenaw, Johnson County Community College (JCCC) in Kansas also recognizes that IT skill levels are not measured by degrees or years of experience. In 1998, Doug Allen, executive director of information services at the college, took note that only two to four people were applying for IT positions in contrast to 12 or 20 people who applied for openings in the past. He also documented

Rick Matina,
vice president, software development,
SCT Global Education Solutions

the turnover: 30 people had left in three years for better-paying positions in nearby Kansas City. After working with an outside consultant and doing some benchmarking, the college made a radical change in its pay structure. Traditionally people were paid according to their number of years of experience. For example, a person designated as "grade 17" who worked in the library made the same amount as an IT staff member also designated as "grade 17." In 1999, the college made an exception for IT salaries. Today, 60 employees in Information Services are paid according to a range established by looking at the overall IT employment market in Kansas City. For the college, it meant adding a whopping $250,000 to the IT salary base in one year.

"We found that the salaries we had been paying were in line with other colleges," recalled Allen. "But when you're dealing with IT people, you have to look at the market as a whole. We found out that most of our salaries fell below the 50 percent range of salaries offered in the Kansas City market."

Surprisingly, very few people within the college objected to the pay differential. "People throughout the college were aware of the problem. Someone would get a new computer and have to wait for three weeks before I could free up someone to install it. Help calls were not being returned promptly. So the vast majority of people were supportive of the change," said Allen.

A few employees outside the IT staff also fell under the newly established "Technical Pay Plan." They included some electricians and members of the television services group among others.

Pay increases and ongoing skill development improve retention

Although the increased salaries were designed to attract people, JCCC recognized it needed to do even more to keep them there.

"We found that if we could get people to stay for a year or so, they would start to appreciate the campus community and be more inclined to stay. But too often we would have people leave for better paying jobs within six months or a year," said Allen.

The cost of turnover is great. Ernst & Young, an accounting firm, estimates it costs 150 percent of an annual salary to replace an employee in terms of retraining a new person and the turbulence it causes in a unit and the impact on a client. Also, the loss of an employee sometimes requires the training of two people when an existing staff member is promoted to the newly opened position.

As an incentive to stay, JCCC offers employees the ability to receive additional pay increases when they have been with the college for six, 12, 18

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The cost of turnover is great. Ernst & Young, an accounting firm, estimates it costs 150 percent of an annual salary to replace an employee in terms of retraining a new person and the turbulence it causes in a unit and the impact on a client.

and 24 months. At six and 12 months, people are evaluated with the possibility of receiving a raise of up to seven percent of their salary range. At 18 and 24 months, they have the possibility of receiving a raise of up to 10 percent. These raises are in addition to the yearly raise that all employees at the college receive.

JCCC's strategy appears to have worked. In July 1999, the college needed to fill 17 IT positions. It had eight to nine people apply for each position and the applicants were of better quality than they had been in recent years. And people are staying longer.

"We've almost completely stopped the outflow of employees. People are sticking around because they have the possibility of getting pay raises throughout each year," explained Allen.

Salaries are a factor. However, it is equally important to provide people with opportunities for ongoing skill development. IT people recognize that their future career success is dependent upon the knowledge and experience they amass. For that reason, Washtenaw College frequently sends people from its 30-member staff to conferences and seminars. It also brings in speakers, trainers and other experts who share their knowledge. "We're giving our people chances to grow. We encourage it," said Whitworth. The IT department has reserved a large wall, about 20 feet long by seven feet deep, to display certificates of skill development earned by its staff. Already, the wall is about half covered.

JCCC also encourages professional development, putting the responsibility on the staff. For example, employees will be sent out for training on Microsoft Windows 2000 because it is complex. However, Allen expects his employees to learn Microsoft Millennium 2000 on their own. "We've installed it and I expect them to learn it by just 'playing' with it, so to speak, so they'll be ready when it's distributed widely in the fall." JCCC also purchased a significant computer-based training program so employees can learn Java and other skills online, at their own pace.

Salaries are a factor. However, it is equally important to provide people with opportunities for ongoing skill development. IT people recognize that their future career success is dependent upon the knowledge and experience they amass.

Colleges offer unparalleled stability and atmosphere

Having offered an adequate salary and growth opportunities, the colleges can focus applicants' attention on the benefits that are unique to a community college setting.

"We offer a stable environment," said Whitworth. "We're not going to be bought out or go out of business. We offer stability in a market that is notorious for upheaval."

"The pace at a community college is not as stressful at other businesses, like insurance companies or banks," said Allen. "Our employees usually work 40 hour weeks, not 60 hours."

Indeed, colleges might become even more appealing as Generation Y and others begin looking for more and deeper values in their work. According to TIME magazine, a raft of recent studies show that Americans are working more and enjoying it less. Between 1995 and 1999, the number of people calling in sick because of stress more than tripled.

As an added incentive, some colleges offer free courses to staff and even their families. In addition to taking classes at JCCC, the IT staff can teach them, adding to their salaries.

"No other company can match the eclectic atmosphere of a college," said Allen. "Here, you can work out in a gymnasium, attend a music recital at lunchtime, or go to the movies on Friday, all while working with the best technology possible."

Of course, even with all those benefits, colleges will still occasionally lose a key person to a much higher paying job. "We recognize that we're a training ground for some people and that we will occasionally have turnover," said Whitworth. "But I'm confident that we will be able to fill those positions." □

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MEMBER BOARDS ANNOUNCE SUCCESSFUL CEO SEARCHES

Deborah Blue
New President
Laney College,
Peralta Community
College District,
California

Homer "Butch" Hayes
New President
College of the Mainland,
Texas

Patricia A. McDonald
New President
Umpqua Community College,
Oregon

Keith Miller
New President
Black Hawk College,
Illinois

ACCT Announces New Director of Board Services

ACCT is pleased to announce that Narcisa Polonio will be joining the association team as the new director of board services. Narcisa will officially begin her position on September 15.

Most recently, Narcisa was the chief operating officer for Replication & Program Strategies, Inc., a nonprofit organization that assists agencies such as Big Brothers and Big Sisters, the National Organization on Disability, and several state and local public school systems. She is also the senior liaison for the Leadership Transformation Project at the American Council on Education. She has held two community college presidencies in New Jersey and Pennsylvania, was a member of the faculty of the Institute for Education Management in the Graduate School of Education at Harvard University, and she directed the Office of Community Colleges for the New Jersey Department of Higher Education.

FEATURE

Looking at Community Colleges As a Laboratory for Synocracy

by Cynthia M. Heelan, Judith A. Redwine, and Antonia Black

As the segment of higher education most closely allied with the communities they serve, community colleges are in the best position to make substantive contributions to learning in a democracy. Barbara Marx Hubbard has suggested that democracy did not result from better and better monarchies; thus, she believes the next system, which she terms "synocracy," will not result from merely improving democracies. She defines "synocracy" as a "government of, by, and for the people who are attuning to the same pattern, the same universal law of transformation through a synergistic union of freely cooperating parts."

The Information Age clearly calls for a more evolved form of democracy as we know it. Harlan Cleveland writes in *The Information Executive*: "The organizations that will get things done will no longer be hierarchical pyramids with most of the real control at the top. They will be systems - interlaced webs of tension in which control is loose, power is diffused, and centers of decision plural."

Examples abound of the old systems that are crumbling and that are subsequently replaced by new forms of governance. The ideas of Wheatley, Kellner-Rogers, and Capra on organizations as living systems as opposed to machines remind us, for example, that living systems have boundaries that facilitate interaction with the environment. For example, a good community college and its relationship to the community it serves.

Synocracy will require synergistic partnerships where everyone involved gains; this is most likely to happen if community college makes conscious and continual efforts toward that goal. The capacity to form and sustain synergistic partnerships is a synocratic skill.

Living systems are self-transcending. The learning organization work of George Boggs and his team at Palomar College is an excellent example of self-creation based upon self-reflection; many agree that the new form of Palomar is better than the old. Community college leaders must recognize and take advantage of an organization's capacity for self-transcendence.

COMMUNITY COLLEGES AS A LABORATORY FOR PARTICIPATIVE LEADERSHIP

Participative leadership is one form of synocracy that engages all members of an organization in the decisions that directly affect them. As leaders of a democratic process, as leaders of a newly evolving concept- democracy or synocracy- leaders of community colleges can be an example. Their openness to organizational input, their creation of processes for staff contribution and involvement, spur organizational growth.

COMMUNITY COLLEGES AS A LABORATORY FOR EFFECTIVE COMMUNITIES

Community colleges can provide employees and students an example of effective communities. The writings of David Matthews, president of the Kettering Foundation, outline the characteristics of effective communities:

- *every member of the community is educated in the matters of the whole;*
- *each knows the meanings of information, not merely the facts;*
- *issues are talked through not merely about;*
- *public judgements are valued over an aggregate or mere summation of opinions;*
- *and leaders selected are people that will ensure that the above occur.*

Advances in communication technology can provide easy access for public education- in other words, the process by which every member of the community or organization is educated in what matters to the whole and that each knows the meaning of information, not merely the facts. Black Hawk College distributes weekly management team minutes and minutes of various college-wide committees to the entire employee community by e-mail. Early drafts of the work of the strategic planning committee are also put out on e-mail and employees are encouraged to add their input. The plan is not considered ratified by the employee community however, until a series of town meetings have been held where employees have yet another forum for input and understanding.

Deliberative dialogue is critical if issues are to be talked through and not merely about. Many community colleges sponsor National Issues Forums, an excellent model for talking through issues.

Yosemite Community College District has organized a district council. The

purpose is to identify needs, establish priorities, and allocate resources on a broad, district-wide basis. In a state where many community colleges are struggling with "shared governance," this consensus-building council works in conjunction with the collective bargaining process to implement more than the letter of the California law.

COMMUNITY COLLEGES AS A LABORATORY FOR SHARED VISION

Often, presidents, academic leaders, and student service leaders feel they are responsible for "building a vision." Peter Senge, author of several books on organizational leadership says, "The discipline of building shared visions is centered around a never ending process, whereby people in an organization articulate their common stories - around vision, purpose, values, why their work matters, and how it fits in a larger world." A synocratic perspective would focus on the leader as a person who designs and allows processes that encourage people to share their unique visions.

COMMUNITY COLLEGES AS A LABORATORY FOR BUILDING RELATIONSHIPS

Another important aspect of synocracy is creating opportunities for members of the organization to build healthy relationships with one another. These relationships enable members to find common ground that stimulates and enhances their work.

Opportunities for healthy relationships include informal gatherings like holiday events, welcoming parties, farewell parties, and birthday celebrations. Celebrating enables people to come together in a way that builds bridges between departments and among individuals in a department. Informal relationships make it increasingly feasible to affect co-creation. Work processes include activities like strategic planning that involves the entire college and its community, involving community groups in dialogue with the college, and engaging students with the administration and faculty in a dialogue about an image or a focus for the college. Maricopa Community College conducts "strategic conversations" between their board and community members. Many community colleges are replicating this model.

COMMUNITY COLLEGES AS LABORATORIES FOR COMMUNAL SKILLS

Involving people in informal and formal relationship-building activities is important groundwork for a leader. Learning the skills of facilitating process and moving people through it in a way that allows people to actually "trust a process" becomes communal. Input that is not skillfully and efficiently guided gets lost, becomes redundant, and is frequently futile. People who have been trained as facilitators learn the specific skills of guiding the process, recording the input, and using the input in minutes, reports, and other documentation. The documentation is then used in planning a vision, resolving a problem, or implementing a new concept.

A number of organizations provide facilitator training, and more and more colleges are sending groups to facilitator training or bringing facilitator/ trainers to their college campus to teach others. The more people trained in facilitator skills, the more likely it is a college vision will be shared at every level of the organization.

At Colorado Mountain College, several people have been trained in group process facilitator skills. These individuals alternate leading agenda items at meetings. One day the Board of Trustees of Colorado Mountain College and the deans' and president's staff were holding a problem-solving meeting. Without realizing it, the meeting went astray. Ideas were being generated and not recorded, solutions were being proposed and not attended to. Suddenly, one of the deans, who had been trained as a facilitator, leapt from his chair, walked to the newsprint, and began to record. He paraphrased what people said, clarified what they said, and ensured their ideas were recorded.

COMMUNITY COLLEGES AS LABORATORIES FOR EXPERIENTIAL STUDENT LEARNING

The concept of synocracy also can be applied to the classroom. The dynamics of teaching and learning are an ideal laboratory for this evolution. Many theories exist regarding the science of how an individual acquires knowledge. One of the most familiar theories is that of Jean Piaget, who believed the acquisition of knowledge is an active process versus a passive or reactive process. His theory supports the concept that students must become engaged in order to learn.

Teachers can become aware of the various learning styles of their students. Gardener's "seven intelligences" explains various learning styles, and instructors can craft their style of delivery to accommodate them. In order to do so, they need to learn how their students learn (e.g., visually, kinesthetically, through participative exercises, etc.).

Students who participate in developing lesson plans, students who focus on what they want out of the class, and students who describe how they learn material are not only measures of the various learning styles present in the classroom, but are also examples of the application of synocracy in the classroom.

COMMUNITY COLLEGES AS A LABORATORY FOR PUBLIC LIFE: A RIGHT AND A RESPONSIBILITY

We can teach our students that they have a right to a public life as well as a

responsibility to live a public life. One example of a synocratic skill is developing relational self-interest, or seeing our own interests as they are linked to others. This is exactly the work of a community college's Labor Management Council as administrators and union leaders come together to resolve issues. It is hoped that those involved will grow in their capacity to see their interests as they relate to those of others. Another example of a synocratic skill is learning to recognize and appropriately use one's power. When someone decides to gather a group to address a college need, they experience their powerfulness.

TRUSTEES AS A MODEL FOR SYNOCRACY

Members of a board of trustees come to the college as community representatives. They bring expertise in a variety of areas only to discover the college doesn't really want them to run their personnel or budget department. The role they can play as a community representative in planning and visioning for the college, however, is significant to the college's future. Matthews of the Kettering Foundation put it this way, "Higher education needs to understand the public disconnect. The public's disenchantment is tied to the way people feel about the 'systems' controlling their lives. They don't think . . . educational systems are working as they should. They don't feel they have control over them, they aren't even sure the professionals who manage them are really in control."

Often when board members are elected, they come to the institution with this kind of mistrust. They want to take control of the institution and fix it, make it better, make it more responsive to the community. Involving the board of trustees in planning the vision for the college fulfills their desire and their commitment to their electorate to make a difference in higher education. Development of board members' group process skills makes it possible for board chairs and board members to function more effectively with one another.

Boards of trustees all around the country are beginning to take time in their monthly board meeting to listen to some segment of their community. This presents a new assumption: that the public has good ideas and has information the college needs. At Maricopa Community College, strategic conversations are held regarding important issues facing the college. At Colorado Mountain College, monthly meetings with each of the seven communities are held regarding four strategic initiatives of the college. Trustees also have an important role in educating the public; this role should not be limited to getting support for bond issues or capital campaigns. One can imagine the value of trustees speaking in support of diversity or international education.

Developing relationships among community members creates a powerful partnership among active and thoughtful members of a community and the college. Members truly become co-creators of the college's future and all participants are winners. According to Hubbard, people have the opportunity to "attune to the same design, the same pattern, and the same universal law of transformation to a synergistic union of freely cooperating parts."

COMMUNITY COLLEGES AS A LABORATORY FOR LOCAL, REGIONAL, AND NATIONAL PROCESSES

Everywhere you meet people in your community, they are critical of the local planning council, the local city council, the county commissioners, state legislators and our national Congress. It seems fashionable to be discontented with public life and to discuss the possibility of not voting or of not participating in government processes.

The perspective of synocracy, or of creating our future together, takes a different view of these practices. Synocracy is a process for which we are all completely responsible. It is our actions with one another, it is our involvement in our local community and our local planning processes, it is our investment in professional processes that enliven our commitment to democracy. As Margaret Mead said so long ago, "Never doubt that a small group of thoughtful citizens can change the world; indeed, it is the only thing that ever has."

Leadership development is another way community colleges can be a laboratory for democratic processes. Leadership development programs that focus on group process skills-the skills of collaboration-are an important vehicle for the skills of democracy. Some community colleges are involved in the American Leadership Forum. The Community Collaborative Leadership program teaches the skills of collaboration and creates a tight network of diverse leaders, from all strata of a community; this leader network commits entry to community values and to equitable access to health, education and economic development issues. This is just one example of the leadership role community colleges can take in leading leaders! It gives evidence of our ability to envision how a democratic society could work.

The community college, through its leadership, through student learning and service learning, and through involving its communities in dialogues of substance are laboratories where synocratic skills can be practiced and tested. In this way, members of the entire college community continually build their capacity to work effectively and efficiently in groups, participate- co-create a new democracy, a synocracy. □

SKILLS REQUIRED FOR A SYNOCRACY	WHAT COMMUNITY COLLEGE LEADERS NEED TO DO TO EMPOWER SYNOCRATIC SKILLS
Systems Thinking *An essential element: as many people as possible need to know the meaning of information and its implication for all parts of an organization.*	**Leadership Dialogue** *Institutional leaders can show openness to the ideas of others by engaging all aspects of their institution in dialogue. Faculty leaders can teach their students the skills of dialogue and engage them in storytelling.* *Faculty leaders can help their students learn synocratic skills by asking them what they want in a learning experience. Students need to be part of co-creating lesson plans.*
Personal Vision *The skill of story telling is important. Individuals learn how to tell their own story and tell it with passion. Included in this skill is comprehending individual power and self-interest, then weaving the story into a personal vision.*	**Facilitate Individual Vision Sharing** *Institutional leaders can provide opportunities for healthy relationships where members of a community, a college, or an organization can learn about one another and effectively understand and influence one another in social and professional settings.* *Faculty leaders can involve their students in interactive and communal activities to provide opportunities to learn by doing.*
Dialogue *The ability to listen to the stories of others is essential. Individuals need to learn how their power and rational self-interest relates to that of others. This ability to speak from the heart and link self-interest with others is the essence of dialogue.*	**Facilitate Collective Visions** *Institutional leaders can create opportunities and processes that allow all levels of the organization to speak from their heart. In part, this means taking the visioning process out of the hands of a small committee or one person and engaging the entire organization.*
Weaving a Collective Vision *Leaders take all the stories in a group or organization and weave them into a larger story or collective vision. Part of this collective visioning is the ability to come to consensus. Another way to describe this skill is that of co-creation.*	**Service to Communities** *Institutional leaders can encourage their faculty, staff, and students to initiate community change and support existing community efforts.* *Faculty leaders can ensure learning opportunities that engage students in community partnerships.*
Facilitation *Facilitators make sure everyone's story gets told, clarified, respected, recorded, and reported as part of a proceeding.*	**Skill Development** *Leaders can create programs that engage members of the internal and external community in learning the skills of collaboration.*

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Opinion

By Jeanne-Marie Boylan,
Board Chair, Bunker Hill Community College

and

Mary L. Fifield,
President, Bunker Hill Community College

Jeanne-Marie Boylan

Mary L. Fifield

Community Colleges and Democracy:

The Value of Trustee Leadership

In 1863 President Abraham Lincoln established the now generally accepted definition of democratic government during his Gettysburg Address. At the battlefield site, he called upon the nation to honor the dead by dedicating themselves to what he characterized as "the great task remaining before us." He described this task with words that many of us committed to memory in grade school and that we remember today -

"that this nation, under God, shall have a new birth of freedom - and that government of the people, by the people, for the people, shall not perish from the earth."

These basic tenets of our democracy, voiced almost 140 years ago, have not changed significantly since they were first uttered by Lincoln on that historic occasion. As a nation, we believe in democracy and the theory of majority rule. Yet, majority rule has generally been in the best interest of those who are in the majority, rather than of those who are not. How can this be? Doesn't our Declaration of Independence guarantee certain inalienable rights to each of us? Doesn't inalienable mean that no one can take away these rights? The answer to these questions is not as clear as we once might have believed.

The truth is that all people do not enjoy the inalienable rights referenced in the Declaration of Independence. The truth is that the theory of majority rule, which is fundamental to a democratic government, results in power to the majority of people, by the majority of the people, for the majority of the people, such that many individuals in our increasingly diverse society are denied liberty, the pursuit of happiness and sometimes even life itself.

As we cross the threshold of the twenty-first century and prepare to celebrate the one hundredth birthday of the community college, the only model of higher education born in the United States, there is no better time for us to examine the extent to which our community colleges truly represent the democratic principles that have guided our country since we won independence. Community colleges were founded on the belief that everyone

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deserves the chance to benefit from an education. An open door policy guarantees admission to all, while low tuition and more than one thousand institutions positioned across the country make a community college education within everyone's reach. We call ourselves the people's college and take pride in the diverse student populations we attract and wide range of programs we offer. As we reflect upon the development of the community college, perhaps its greatest impact has been as a societal equalizer, enabling generations of students to change their socioeconomic status and ultimately their quality of life through education. From a historical perspective, community colleges have played a pivotal and unprecedented role in the quest to achieve a truly democratic society, most notably by providing open access to higher education for everyone. Viewed in this context, the contribution of community colleges to our country has been nothing short of daunting. From the early days when junior colleges bridged the gap between high school and higher education, to the inception of vocational programs to meet post-world war and Industrial Age needs, to today's multifaceted comprehensive community-based institutions, community colleges have moved to center stage on the American educational landscape.

Yet there is, as Abraham Lincoln stated long ago, a great task still remaining before us around the issues of leadership and majority rule. Most community college trustees and college presidents represent the majority. We are in a position to shape public opinion both from within and outside of our institutions. As leaders, it is up to us to ensure that our institutions are models for the democratic principles upon which our country was founded and for which so many died. As policymakers, it is up to us to ensure that our institutions hear the voices of all and include everyone in the lives of our colleges. In a society that is becoming more diverse, with less rather than more tolerance and respect for differences, we do indeed face a great task. We have begun to address it, but in many cases with rhetoric instead of action.

As we reflect upon the development of the community college, perhaps its greatest impact has been as a societal equalizer, enabling generations of students to change their socioeconomic status and ultimately their quality of life through education.

Recognizing the direct relationship between democracy and diversity and the need to take a stand on this issue, the American Association of Community Colleges (AACC) adopted an inclusion statement three years ago. The resolution called upon member institutions to ensure equal access, fairness, and inclusion in their policies and practices. A segment of the official statement affirms diversity as a prerequisite to democracy and explicitly calls for instruction that allows "...students to effectively participate in a democratic society." The Association of Community College Trustees adopted a Policy Statement on Access and Equity as well and joined AACC and other higher education groups in placing a full-page ad endorsing diversity in the *Washington Post* in February 1998.

This is a beginning. But how many of our nation's community colleges have endorsed the ACCT policy or AACC inclusion statement and developed strategies to implement them? The contention that diversity has value because it contributes to our definition of a democracy is compelling but this alone does not provide concrete evidence and quantitative data to change minds. That is beginning to change with the release of a report in May 2000 titled *"Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms."*

continued on page 30

Off the Press

Sherman's booklet is available from ACCT
See page 32 or www.acct.org

New Booklet Distills

"The Essentials of Board-President Relations"

Vaughn Sherman has taken his long years as a trustee, a member of the ACCT board and lately as a facilitator of board retreats and conflict mediator, and distilled them into a compact booklet on the essentials of board-president relations.

The 4,000-word guide is being published by the association to help trustees improve their relationships with each other and with their presidents.

"I've used it in board retreats and it got a good reception," says Sherman, a former ACCT chair. Sherman thought a larger audience of trustees might find it useful too, and ACCT President Ray Taylor agreed.

"You need a team to lead a college. It takes a collaborative effort," says Taylor. Sherman's monograph "offers the insight of an experienced trustee into the importance of nurturing the board-president team."

The six essentials Sherman describes are ethical behavior, communication, defined responsibilities, annual evaluations, professional development, and good board processes (see sidebar).

"They're not prioritized," Sherman says. "If they're essential, they're essential."

The small handbook, which can easily be read in half an hour, is an outgrowth of what Sherman calls his "third career." Now 72, he was first a fisheries biologist, then spent 25 years in the Central Intelligence Agency, and after his retirement, he became a founding trustee at Edmonds Community College. There he began a career as a community college advocate that included service on his local board and then its foundation and eight years on the ACCT board.

JUST THE ESSENTIALS

The six essentials of board-president relations:

- ***Good board-president relations begin, continue and end with ethical behavior.***
- ***The board and president must communicate with each other openly, appropriately, and even-handedly.***
- ***The board and president must each know their separate responsibilities.***
- ***The board and president should each be evaluated annually.***
- ***The board and president need to encourage each other in professional development.***
- ***The final essential is facilitating the board process, improving teamwork and reducing conflict.***

"I was fortunate to have a long time of serving on the ACCT board. When I left the board [in 1994], I didn't want to leave community colleges," he says. "I really had a wonderful overview of hundreds of trustees and scores of presidents." He told Ray Taylor that he wanted to be able to work with boards in helping them resolve serious organizational issues.

In preparation for that, Sherman had been studying the dynamics of conflict and change at the Dispute Resolution Center in Everett, Washington, where he now serves as a volunteer mediator helping with all kinds of disputes, from divorce to professional disagreements. "We work with anybody who comes in who has a problem," he says.

In the new booklet, Sherman deals with such touchy topics as terminating a president, how much or how often information should be shared, how to handle complaints about the president, how to define the role of the board, and the positive benefits of board members evaluating their own performance in addition to scrutinizing the president's.

But he says in the book: "It is possible, though, to have all of these essentials in place and still suffer from a fragmented, poorly functioning leadership. If that is the case, then personality conflicts and lack of a facilitating board process are usually at the heart of the problem."

While all the essentials are just that - essential- Sherman does admit that "the more I work with boards, the more I find that harmony is so important," along with "nurturing the president," and the rest follows from that. □

ACCT Publishes Guidebook:

New Help for Being an Effective Trustee

Cindra Smith laughs when she recalls how simple she thought it would be to produce a new handbook for community college trustees.

As director of education services for the Community College League of California, she already had written and refined a handbook for California community college trustees. "I thought I could just take out all the references to California" and be well on my way to a finished book, she says with a laugh.

Instead, while researching the new handbook, Smith found large differences from state to state in governance, practices, funding, and institutional structure. "In the process, I've learned tons about trusteeship across the nation," she says.

In fact, the new book includes the first detailed chart of governing systems around the country, showing the great variety of board structures and methods of selection for their trustees.

The new book, *Trusteeship in Community Colleges: A Guide for Effective Governance*, debuts at ACCT's October convention in Nashville. The writing and production of the book was funded by a grant from the ACCT Trust Fund.

"The new book synthesizes the best thinking of scholars and practitioners who are focused on community college governance," says ACCT President Ray Taylor, who, along with others, helped guide the research and writing of the book. "It's not one point of view. It's a compilation of the best thinking over time," including approaches to governance developed by John Carver and others and advice found in trustee handbooks from a number of states.

George Potter, a longtime trustee at Michigan's Jackson Community College who wrote a 1986 ACCT trustee handbook, praises Smith's work in a foreword to the book. "It is one of the most comprehensive handbooks ever written for college governing board members," Potter says. "I believe any community college trustee, regardless of how long he or she has served, will find this handbook useful."

In addition to the writings of governance experts, the book is also based on extensive discussion with trustees and CEOs from around the country. The new guidebook describes the best practices and the most effective methods for trustees to focus on outcomes as they represent their communities and guide their institutions to meet community needs. Its eight chapters include practical advice on a wide range of issues that confront trustees: their roles and responsibilities, board structure, policymaking, board-CEO relations, ethics, monitoring, self-evaluation, and professional development for trustees.

In the preface to the new work, Smith, who is also special projects consultant for ACCT, explains: "My professional interest in community college trustees and governing boards started in 1988, when I was assigned the responsibility to direct trustee development programs for the newly formed Community College League of California. I had been a community college counselor, instructor, and dean, and in those roles had attended many board of trustees meetings.

"But I quickly found I needed to learn much more about what boards of trustees did and what they were responsible for in order to perform my new job well. Therefore, I started on a course of study, talking with many trustees and others, and that led to developing a handbook for California trustees, to devoting most of my doctoral research to governing boards, and eventually to writing this book."

"It should be required reading for every newly appointed or elected trustee," says Potter. □

Off the Press

Smith's book is available from ACCT
See page 32 or www.acct.org

"It is one of the most comprehensive handbooks ever written for college governing board members."

George Potter, Trustee,
Jackson Community College

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ACCT 2000 Regional Award Winners

Jim DeKloe
Regional Faculty Member Award
Solano Community College, CA

Linda Rosenthal
Regional Trustee Leadership Award
Maricopa County Community College District, AZ

Albert Lorenzo
Regional CEO Award
Macomb Community College, MI

James R. Grote
Regional CEO Award
Seward County Community College, KS

Robert Jensen
Regional CEO Award
Pima County Community College District, AZ

Jerry Jirik
Regional Trustee Leadership Award
Alvin Community College, TX

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ACCT 2000 REGIONAL AWARD WINNERS

Lenore Croudy
Regional Trustee Leadership Award
Mott Community College, MI

Linda Zeldman
Regional Faculty Member Award
The Community College of Baltimore County, MD

James R. Perry
Regional Trustee Leadership Award
Union County College, NJ

John J. Cavan
Regional CEO Award
Southside Virginia Community College, VA

Claudia F. Chiesi
Regional CEO Award
Harford Community College, MD

Linda Hefferin
Regional Faculty Member Award
Elgin Community College, IL

Carol Holley
Regional Faculty Member Award
Mississippi Gulf Coast Community College

Montez C. Martin, III
Regional Trustee Leadership Award
Trident Technical College, SC

John Britt
Regional Faculty Member Award
Lee College, TX

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FEATURE

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

Convention 2000 Highlights

- Board and CEO Leadership in a New World
- Democracy and the Changing Face of Diversity
- Democracy: The Legal Challenges of Equity and Access in Higher Education
- America's Community Colleges National Legislative Agenda
- Community Colleges: Celebrating a Century of Leadership and Innovation in Higher Education
- The Essentials of Effective Board Leadership in a Democracy
- The Foundation of Board Ethics for Effective Governance
- State Boards: Connecting New and Traditional Roles
- State and Local Boards' Communications: Building New Pathways for Effectiveness
- Rural Community Colleges and Boards as Engines for Community and Regional Economic Development
- Policy Governance as an Institutional Leadership Culture: How It Works
- A Review of Performance-Based Accountability Funding Policies
- New Perspectives on the Baldridge Method of Accountability/ Accreditation
- The National Digital Divide: A Powerful Role for Community Colleges
- Human Resource Renewal in Community Colleges: A National Priority
- Outsourcing Technology: Trends, Investment Strategies, and New Ways of Assessing Outcomes
- The Board's Role in Building Powerful Foundations, Endowments, and Community Fundraising Campaigns
- Principles and Guidelines for Planning Effective Board Retreats
- Education Commission of the States: Community College Policy Center Report

Topics Subject to Change

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Keynote Speakers

Carol Geary Schneider
President, Association of American Colleges and Universities (AAC&U)
Speaker: Thursday Opening Breakfast, October 19, 8:00 a.m.–10:00 a.m.

Since 1998, Carol Geary Schneider has served as president of the Association of American Colleges and Universities, the leading national organization devoted to advancing and strengthening undergraduate liberal education. Dr. Schneider studied in London and received her Ph.D. from Harvard University. She spent ten years at the University of Chicago, where she developed and headed programs on college-level teaching and learning. She has also developed and directed a series of funded national initiatives on issues such as general education reform, revitalizing college majors, education not-traditional learners, connecting liberal and professional education, and aligning institutional practices with educational mission. Since becoming AAC&U president, Dr. Schneider has initiated a major effort to rethink the broad aims of a 21st-century college education so that liberal learning becomes a framework for the entire educational experience. Dr. Schneider has published widely on all major areas of her educational work. □

Nat Irvin
President and Founder, Future Focus 2020, Wake Forest University, NC
Speaker: Thursday Luncheon, October 19, 11:30 a.m.–1:15 p.m.

In 1996, Dr. Nat Irvin founded Future Focus 2020, a nonprofit corporation dedicated to engaging urban America in futurist thinking. As president and CEO of this groundbreaking initiative, he has engaged numerous national organizations and groups in strategic conversations focused on the social, economic, technological, political, and environmental trends and events that may have the greatest impact on the future by the year 2020. He is a regular editorial writer for the *Winston-Salem Journal*, and a regular contributor to *Emerge* magazine; he hosted "Other Voices" produced by an NBC affiliate, which won an Emmy in 1998; and he provides commentary for PBS, National Public Radio. Dr. Irvin has more than 20 years of experience in higher education and nonprofit management and is a partner in a training and communications consulting firm dedicated to advancing communications and performance in changing environments. He serves on the board of directors of many organizations. Dr. Irvin is also an accomplished composer. □

ACCT Convention 2000
October 18- 21, 2000 ▫ Opryland Hotel, Nashville, TN

Keynote Speakers

Arturo Madrid
The Norine R. and T. Frank Murchison Distinguished Professor of the Humanities at Trinity University
Speaker: Friday Luncheon,
October 20, 12:15 p.m.–2:00 p.m.

Dr. Arturo Madrid is the Norine R. and T. Frank Murchison distinguished Professor of the Humanities at Trinity University and a 1996 recipient of the Medal of the Humanities, known as the Charles Frankel Prize, from the National Endowment for the Humanities. Dr. Madrid has received many professional awards and was the first Hispanic to be awarded a prestigious Woodrow Wilson Fellowship for graduate study. He obtained his Ph.D. in Hispanic Languages and Literatures from UCLA. He served for many years at the University of Minnesota, and later served as director of the Ford Foundation's Graduate fellowship Program for Mexican Americans, Native Americans, and Puerto Ricans. In 1984, he founded what has become the nation's leading think tank on Latino issues, the Tomás Rivera Center, a national institute for policy studies on Latino issues. He also carried out pioneering scholarship on Chicano literary and cultural expression and educational status. □

Christopher Low
Chief Economist,
First Tennessee Capital Markets
Speaker: Saturday Closing Luncheon,
October 21, 11:00 a.m.–1:00 p.m.

Christopher Low tracks global economic and political events to forecast the U.S. economy and financial markets for First Tennessee Capital Markets. Before joining First Tennessee in the summer of 1998, Mr. Low spent 11 years as an economist and money manager at the Hong Kong and Shanghai Bank in New York. Mr. Low has been quoted in *Business Week*, the *Wall Street Journal*, *The New York Times*, and many other newspapers. He has appeared on CNN, Bloomberg TV, Reuters Financial Television, and is a regular on CNBC. He is also a frequent contributor to National Public Radio's "Marketplace" show and often writes and delivers BBC radio's U.S. financial market news. Mr. Low is a graduate of New York University. □

ACCT Convention 2000
October 18- 21, 2000 ❑ Opryland Hotel, Nashville, TN

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Bakke and has never further addressed the distinct interest of higher education institutions (as opposed to other entities) in promoting racial diversity.

The most prominent federal decision finding an educational institution's admissions policies unconstitutional is the Fifth Circuit's decision in *Hopwood v. Texas, 1996*. In that case, the University of Texas Law School maintained a dual admissions track: one for minorities and one for non-minorities. In addition, the admissions policy set different academic standards for admission based on race, maintained a separate minority admissions subcommittee, and involved separate waiting lists based on race. The Fifth Circuit struck the admissions policy down as unconstitutional and rejected the university's justifications for its admissions policy.

The Fifth Circuit held that racial diversity never can be a compelling governmental interest, rejecting the university's argument that, as an institution of higher education, it had a compelling interest in achieving racial diversity among its student body. In doing so, the court rejected Justice Powell's decision and held that race cannot be a "plus factor" in admissions decisions. Also, the court held that the university did not have a compelling interest in remedying the present effects of past discrimination because there was no evidence that the law school had ever engaged in discrimination.

In another case, *Smith v. The University of Washington Law School, 1998*, the plaintiff alleged that the university's admissions policies impermissibly used different admissions standards for minority and non-minority applicants. The university countered that its policies only counted race as a plus in considering an application, a practice permitted under *Bakke*.

In stark contrast to the Hopwood decision, the district court held that colleges and universities do have a compelling interest in achieving educational diversity, one element of which is race. Relying on Justice Powell's opinion in *Bakke* and the Ninth Circuit's decision in *Higgins v. City of Vallejo*, 1987, the district court held that an applicant's race can be considered a plus in the admissions process as long as it is not the sole determinative factor. The court's decision to apply *Bakke* is currently on appeal to the Ninth Circuit.

Faculty personnel decisions

Perhaps a more critical issue for community college trustees is recruiting and retaining minority faculty, who continue to be significantly underrepresented within the academic ranks. In *Taxman v. Board of Education of the Township of Piscataway, 1996*, a white teacher sued her school board for race discrimination under Title VII after the school board laid her off instead of an African-American teacher with equal qualifications, purportedly to promote racial diversity within the school's music department. The Third Circuit held that this decision violated Title VII, and that the promotion of racial diversity for "education's sake" could not justify the school board's non-remedial affirmative action plan.

In contrast, in *University and Community College System of Nevada v. Farmer, 1997*, the Supreme Court of Nevada held that a university's affirmative action plan was constitutional and also did not violate Title VII. In that decision, which the U.S. Supreme Court recently declined to review, the court held that the university had a compelling interest in fostering a culturally and ethnically diverse faculty. The court also noted that students would benefit from exposure to faculty members who were culturally and racially diverse. Finally, the court noted that the university only counted race as one factor in its employment decisions, having also relied on criteria that are not subject to constitutional scrutiny, including educational background, published work, teaching experience, and areas of specialization.

How do these decisions affect trustees?

These cases illustrate the challenges that community college trustees face in developing policies and programs that aim for racial and ethnic diversity among students and faculty. Although decisions such as Hopwood have forced some community colleges to discontinue race-conscious programs and policies, many other institutions located outside of the Fifth Circuit may still be allowed to consider race as a relevant factor in their decisions. Trustees must consult with counsel before implementing any programs that take an individual's race into consideration, to ascertain the program's legality, and to ensure that the program is narrowly tailored to achieve its goals.

Community colleges should also review their hiring policies to determine whether existing criteria have impeded the college from achieving diversity. Finally, community colleges should consider whether they can achieve the desired diversity to some degree through use of nonrace-based criteria in their decisions. □

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Sponsored by the American Council on Education and the American Association of University Professors, findings from this empirical research provide data that not only support the AACC statement but conclude that "...campus diversity represents an educational benefit for all students-minority and white alike-that cannot be duplicated in a racially and ethnically homogeneous academic setting." The report goes on to say that "...learning in a multi-racial/multi-ethnic classroom has a positive effect on students' cognitive and personal development because it challenges stereotypes, broadens perspectives, and sharpens critical thinking skills..."

Community colleges are fortunate that they need not engage in the debate over race-based admissions decisions. Our doors are open to everyone. What we must face head-on, however, is our responsibility to promote an environment that helps all students be successful once they are admitted. If deciding which applicants to admit constitutes the defining moment for universities on the topic of diversity, how to ensure a receptive campus environment that supports and encourages diversity and ultimately retains all students remains the threshold issue for community colleges.

Trustees have a vital role to play so that community colleges continue to personify the best aspects of a democracy. The single most important responsibility of a board of trustees is to hire and retain the president of the college. As trustees this is the best opportunity to demonstrate a commitment to diversity and to translate this commitment into action. Too often presidential searches have focused on establishing a diverse pool of candidates rather than examining individuals' records in tackling issues of diversity. It is easier to identify candidates who are from diverse backgrounds than it is to assess candidates' accomplishments. After hiring a president, the trustees should be clear that they will hold the CEO accountable for realizing diversity throughout the organization. In all organizations, leadership emanates from the top and there needs to be an understanding that a successful initiative begins with the total commitment of the trustees, the president and the senior management team. These are the individuals who will be the role models for the organization and their visible commitment is essential.

In all organizations leadership emanates from the top and there needs to be an understanding that a successful initiative begins with the total commitment of the trustees, the president and the senior management team. These are the individuals who will be the role models for the organization and their visible commitment is essential.

Similarly, an institution's written materials must clearly present a commitment to diversity. Although there are numerous occasions when the college will publicly present its position, the primary statement of purpose and objectives is the mission statement. It affords trustees the optimum opportunity to demonstrate a commitment to the moral imperative of creating an institutional climate that respects differences and indicates a willingness to face the difficult issues. Indeed, all of the policies of the college should be reviewed to be certain that they reflect a dedication to the success of all students. For example, an affirmative action statement should include a commitment to equal opportunity and participation for all groups, specifying not only race and religion, but also gender, sexual orientation and disabilities.

The strategic plan of the college will guide the future of the institution and identify the priorities for the college community. This is an opportunity to restate the commitment of the institution and delineate components of a comprehensive diversity initiative. Further, a diversity task force should be

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Special Convention Presentation

A Model for Assessing the Socio-Economic Benefits of Community Colleges

ACCT will unveil a model you can use to determine the value of your community college.

Developed in collaboration with AACC, the Trustees Association of Community & Technical Colleges of Washington State, and Economic Modeling Specialists, Inc., the model provides an analysis of your institution from benefit-cost, local area economic impact, and development and sociological perspectives.

Based on in-depth studies of individual colleges, the model produces a wide array of private and public benefits, including increased personal productivity and income, local area job creation, and positive fiscal effects, along with social benefits such as improved health, higher voter rates, and reduced incarceration. The model quantifies many of these benefits on the basis of hours of instruction provided on both an annual and a cumulative basis.

See how you can describe your college using concepts such as:

- Benefit-cost ratio
- Net present value
- Internal rate of return

Describe your college's impact in terms of:

- Regional earnings
- Regional employment
- Economic development
- Job creation by sector
- Increased student earnings

And much more.

Learn how you can use an electronic template, "fill in the blanks" with routine information on the workings of your college and the local economy, and get in return a set of tables that approximate your college's stream of social and economic benefits.

Presenters:

Kjell Christophersen, Ph.D.
Senior Economist/Senior Manager and Director of IRC, West Coast Office, Moscow, ID

Hank Robinson, Ph.D.
Principal Research Scientist for Economic Modeling Specialist, Inc. of Moscow, ID

New Partners in Reform Video Now Available

In response to requests, videocassettes are now available for the national videoconference New Partners in Reform: Community Colleges and K-12 Schools. Broadcast live from the Education Commission of the States Annual Meeting in Denver on July14th, this groundbreaking program features U.S. Education Secretary Richard W. Riley, Governors Paul Patton of Kentucky and Jim Geringer of Wyoming, Texas State Senator Royce West, and Rockefeller Foundation and community college trustee Marla Ucelli. Moderated by Kay McClenney, Interim President of the Education Commission of the States, the program highlights policy issues surrounding community college/K-12 collaboration to advance education reform and student achievement. The program was sponsored by Association of Community College Trustees, the Education Commission of the States, the Texas Association of Community Colleges, and STARLINK.

Licensed copies of the program are available from STARLINK. The cost is $100, plus $10 shipping and handling. The tape is available in half-inch VHS format. To order, send a check or purchase order made payable to STARLINK, LeCroy Center for Educational Telecommunications, 9596 Walnut Street, Dallas, Texas 75243-2112; Telephone (972) 669-6505; Fax (972) 669-6699. Tapes will be shipped within 15 days after receipt of the complete order. Please include a contact name, telephone number, and shipping address with order.

Order ACCT Trustee Education Resources

		Price	no. of copies	total amount
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	☐ non-member	$40.00		
Book: *A New Vision of Board Leadership: Governing the Community College* by John Carver and Miriam Mayhew				
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Book: *Shaping the Community College Image*				
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	☐ non-member	$100.00		
Book: *Trusteeship in Community Colleges: A Guide for Effective Governance* by Cindra Smith		$29.99		
The Essentials of Board-President Relations by Vaughn Sherman		$12.95		

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Fax to 202-223-1297.

OPINION
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formed that represents all facets of the college, and one that is committed to leveraging differences for the overall good of the institution as well as recognizing individual strengths.

Although trustees are not directly involved in personnel decisions at the institution, it is one area in which the trustees should require reporting from the administration to measure the effectiveness of efforts to hire a diverse faculty and staff. Initial success leads to further success down the road, as individuals look at organizations that promote diversity as good places to work. It is recognized that institutions that value diversity in ideas and perspectives also value their employees and are apt to retain them.

Ideally the composition of the board of trustees should reflect the rich cross section of an institution. For boards that have the ability to nominate or name candidates to their boards, this is a way to lead by example. For those boards that are appointed, this is an opportunity to encourage a diverse group of individuals to run for election or to take the initiative to communicate the importance of a diverse board membership to the appointing authority.

Issues that strike at the heart of our identities are not easy matters to resolve. The emotions associated with who we are and what we stand for make it difficult to see equal value in those who are different. Nevertheless, what is at stake for future generations who will study at our institutions is too important for us to ignore. Living in a democracy gives us freedom. It is this freedom that enables us to act in the best interests of all rather than for the self-interests of some, even if some happen to be the majority. ☐

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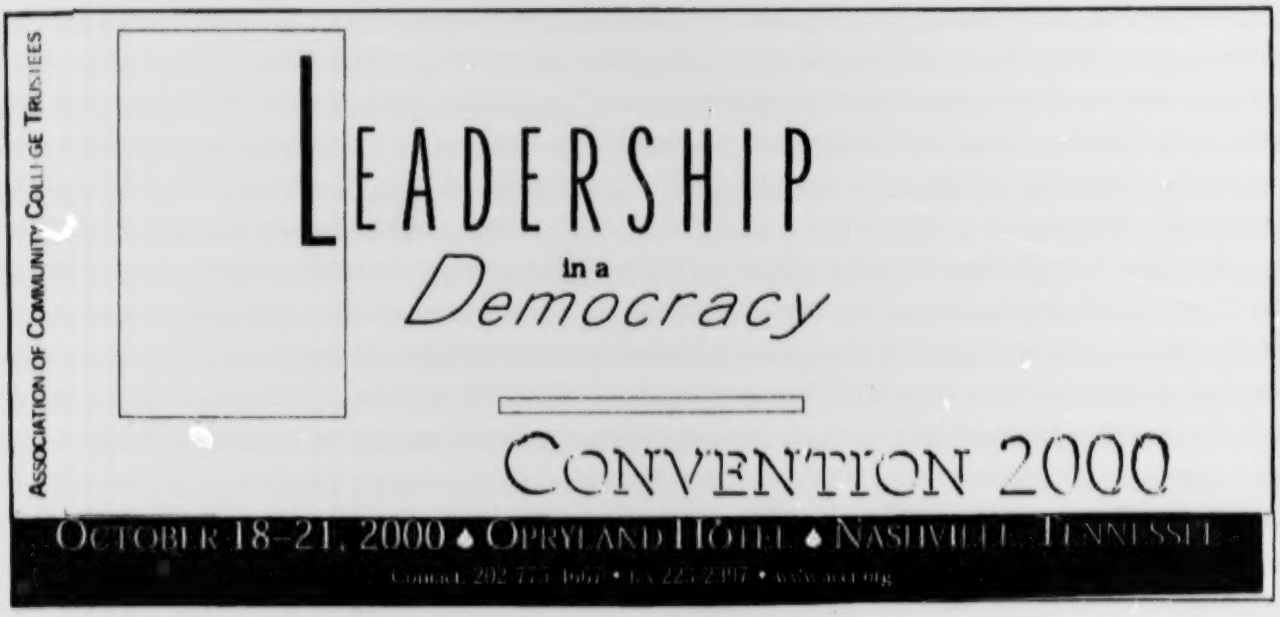

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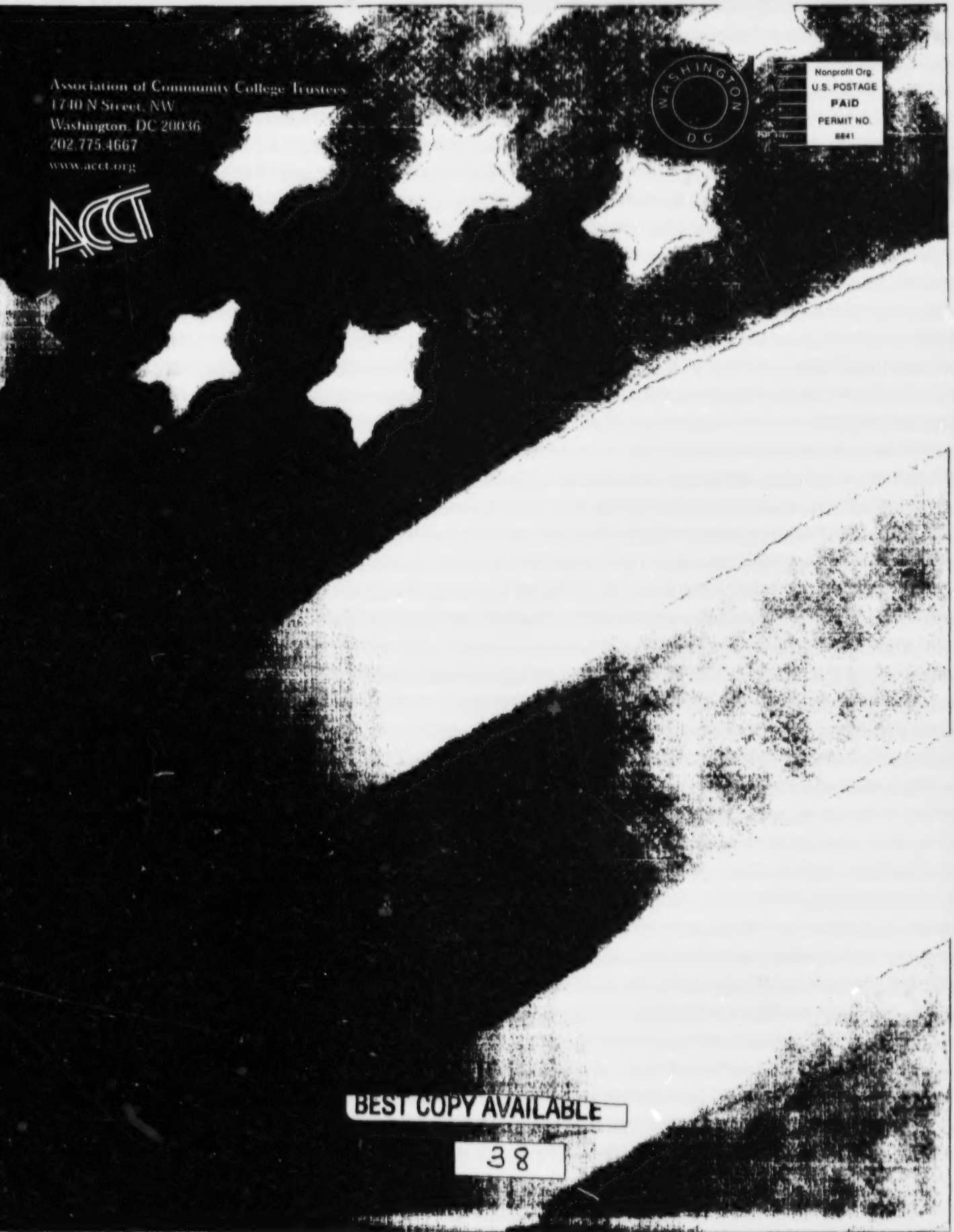

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Trustee Quarterly

Spring Issue, 2001

American Association of Community College Trustees

Setting New Benchmarks for Trusteeship

By Darrell Shumway

As I began this year as chair of ACCT, I looked at the opportunities that lie ahead in education and the challenges we face in meeting the goals we have set. When we look to the future of our association, we need to reflect back on past chairs and boards and realize the tremendous contributions they have made toward advancing post-secondary education, especially the high level of visibility and respect community colleges hold today.

By visualizing where we have been, it's easier to see where we are going and need to go. Each generation of board members brings something new to the association and, as they evolve, new benchmarks are set.

We look forward to those challenges and the opportunity to move the bar even higher. As we embarked on another year in October, I believe our goals were pretty well defined and that by accomplishing those goals community college boards will be in a better position to govern and help their institutions fulfill their mission.

Trustees understand that providing every student with the highest quality education and an atmosphere that makes learning possible is a primary responsibility of every trustee.

In the changing field of education, trustees must keep abreast of the latest in technology and instruction techniques, as well as staying politically aware of the outside forces that could change the way we operate and affect the results we want for our students. I believe that ACCT should play a major role in providing trustees and their boards with the tools that will enhance their ability to govern and fulfill their responsibilities to their students and communities.

"Trustees understand that providing every student with the highest quality education and an atmosphere that makes learning possible is a primary responsibility of every trustee."

In October, the ACCT board set in motion a plan to develop models that will help trustee boards meet those responsibilities. Those models include:

- **A model for developing accountability criteria for community colleges:** We look forward to being held accountable for the way we fulfill our mission, but we believe we need to be involved in the design of the criteria used in this assessment.
- **A model for accrediting standards and community college boards:** We believe that accrediting standards should be more uniform across the country for assessing community colleges and boards.
- **A model for good practice for trustee boards:** We feel that standards of good practice for community college boards should be emphasized and that this should be a part of our ongoing training for new trustees as well as more experienced trustees. The model your national board adopted is on the facing page.

With many important items on our agenda and with a new federal administration and Congress to work with, we knew that there would be many hurdles to overcome, but we also realize that on the other side of those hurdles may come new opportunities to seize on.

The record attendance at the National Legislative Seminar this year reaffirmed to me the strong commitments our members have to education and the communities they serve. Your ACCT board will continue striving to provide the kind of leadership you expect and deserve. ■

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ACCT Adopts Model Standards of Good Practice for Trustee Boards

In support of effective community college governance, the Board[1] believes:

- That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
- That it must clearly define and articulate its role;
- That it is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
- That it always strives to differentiate between external and internal processes in the exercise of its authority;
- That its trustee members should engage in a regular and ongoing process of in-service training and continuous improvement;
- That its trustee members come to each meeting prepared and ready to debate issues fully and openly;
- That its trustee members vote their conscience and support the decision or policy made;
- That its behavior, and that of its members, exemplify ethical behavior and conduct that is above reproach;
- That it endeavors to remain always accountable to the community;
- That it honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.

[1] The term "board" refers to a community college board of trustees or appropriate governing authority

Passed by the ACCT Board of Directors October 2000.

Economic Impact Model Serves More Colleges

The economic impact model for community colleges unveiled at the ACCT's Nashville convention has now been used for a total of 19 institutions, including the state association in Pennsylvania and 12 colleges there. More colleges and the Oregon state association will be done in the next few months, and four state associations are actively considering contracting for the studies.

The economic model measures the impact a community college has in its region by using earlier detailed economic studies and census information along with data from the colleges to put dollar figures on the direct income benefits and indirect social benefits of attending a community college. A fuller explanation of the model can be found at www.CCbenefits.com.

Three colleges have already used the detailed reports to help them win bond issues and local tax elections: Yavapai College, AZ; McHenry County College, IL; and Community College of Beaver County, PA. "It seems to most colleges that the most important, most viable use of this is to demonstrate what the state gets for its dollar," said ACCT President Ray Taylor. The public's return on investment in community colleges ranges as high as 146 percent, the studies have shown.

ACCT initiated the development of the model, but the work is done by economists Kjell Christophersen and Hank Robison, two senior economists with long experience in economic impact studies who have formed CCbenefits.com in partnership with the association.

The two economists, based in Idaho, have now pared down their initial lengthy reports to a series of three: a short executive summary, a longer report which explains the results, and detailed tables to back up the reports. "The process has been increasingly streamlined," said Christophersen.

On the Web site, the economists have also now compiled a set of reports for the fictitious AnyCounty Community College, which is an average of the studies they've done so far in an easy-to-read format. (On the site, click on Member Services and then Case Studies.)

The two economists also did media presentations for two of the colleges facing voter referendums.

ACCT and the economists initially planned to make a fully automated version of the model available on the Web, but "that sort of vision is probably a year off," Robison said. "We haven't

Global Summit in Iowa

The Stanley Foundation hosted a "summit" of leaders from four national community college organizations in January to discuss plans for global education and international involvement during the next two to five years.

Participants at the Iowa meeting adopted the following mission statement: "To ensure the social and economic well-being of our communities, it is imperative that community colleges provide programs and services to develop a globally and multiculturally competent citizenry."

Those attending included, from left, front row: Linda Korbel, executive director, American Council on International Intercultural Education (ACIIE); Audree Chase, coordinator of international programs, American Association of Community Colleges (AACC); second row, John Halder, president, Community Colleges for International Development (CCID); Eddie Hernandez, president, ACIIE; Joyce Tsunoda, CCID; third row, Cynthia Heelan, chair, AACC; Ray Taylor, president, Association of Community College Trustees; Jim McKenney, director of economic development, AACC; fourth row, Jack Smith, senior program officer, The Stanley Foundation; George Boggs, president, AACC; Dick Stanley, president, the Stanley Foundation.

abandoned that vision" but "we're finding we need to deal with the people face to face."

The two economists also hope to publish a paper on their project in a peer-reviewed economic journal, which they hope will further enhance its credibility to policymakers.

Higher Ed Groups Oppose FCC Rules

ACCT and nine other higher education groups have strongly urged the Federal Communications Commission (FCC) not to introduce more cell phone services at the expense of Instructional Television Fixed Service (ITFS) and Multichannel Multipoint Distribution Service (MMDS).

Giving these 2500-2690 Megahertz bands to wireless phone service would harm distance education and other potential broadband services to schools, homes and businesses, especially in rural areas, the groups said.

The education groups noted that the bands have been used for many years by 1,200 licensees serving K-12 schools, universities, community colleges and government agencies. "These licensees reach hundreds of thousands or millions of students and adult/workforce learners, principally through video programming and other related services," their FCC filing said. "Wireless broadband provides the capability for educational institutions to build wide area networks at a reasonable cost."

The group said that keeping these services "is critical to bridging the digital divide," particularly the lack of fast Internet service in rural areas, where these fast connections will not be offered due to economic or geographic reasons.

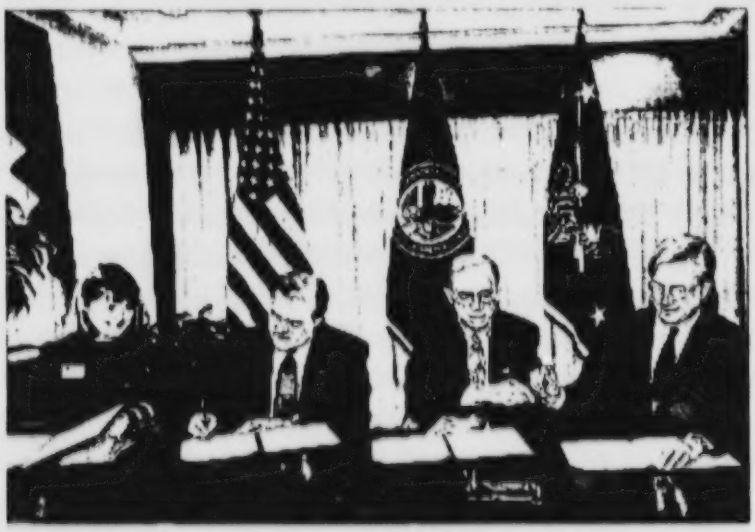
On the Road With Ray

State associations of trustees are growing in the number of services they are offering to members, and ACCT President Ray Taylor said he's stepping up efforts by the national staff to aid them in that job.

"We're certainly aware of the growing importance of state associations," said Taylor. The state groups often began as lobbying organizations in their state capitals but have expanded their in-service training for trustees.

Taylor said over the previous 10 years, he's been in perhaps 20 states to visit with trustee associations. But this year, he's already spoken to three state trustee meetings in Nebraska, Wisconsin and North Carolina, and is already scheduled to participate in six more: New York, Kansas, Iowa, South Carolina, Ohio and the Minnesota State Board.

"It's a critical function for the staff to be on site with trustees in their own states and find out what their concerns are," Taylor said. "When I'm on a trustee's own turf, the comments and suggestions tend to be more candid" than they are at functions like regional conferences and the national convention, where "they tend to be gracious and not as candid."



VA Nursing Agreement Signed

The U.S. Department of Veterans Affairs has signed an agreement to improve career opportunities for nurses with associate degrees.

Signing the agreement in Washington on Dec. 18 were, from left, Sharon Bernier, president-elect of the National Organization for Associate Degree Nursing; Ray Taylor, president of ACCT; George Boggs, president of AACC; and Thomas Garthwaite, under secretary for health of VA.

Associate degree nurses who meet performance requirements could be eligible for a waiver of the baccalaureate degree in nursing required for advancement. "VA will continue to have important positions for associate degree nurses," Garthwaite said. Community colleges graduate the majority of nurses and allied health professionals in the United States.

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Paige at the Helm

Promising Strong Partnerships With Community Colleges

By Len Lazarick

It was like old home week for Roderick Paige when he came calling on the community college trustees and presidents gathered in Washington for February's National Legislative Seminar.

"I see some very close friends," said the new U.S. education secretary as he scanned the luncheon crowd. There were people like trustee Jobie Martin from Hinds Community College "where I started teaching in Mississippi… I won't tell you how far back we go," laughed Paige, who had been the football coach at what was then Utica Junior College.

Paige, 67, was still trying to get used to being a cabinet secretary and the administration's point man on one of President Bush's top priorities, but he felt particularly comfortable with the community college crowd. "This is a warm, warm situation to be in," he said.

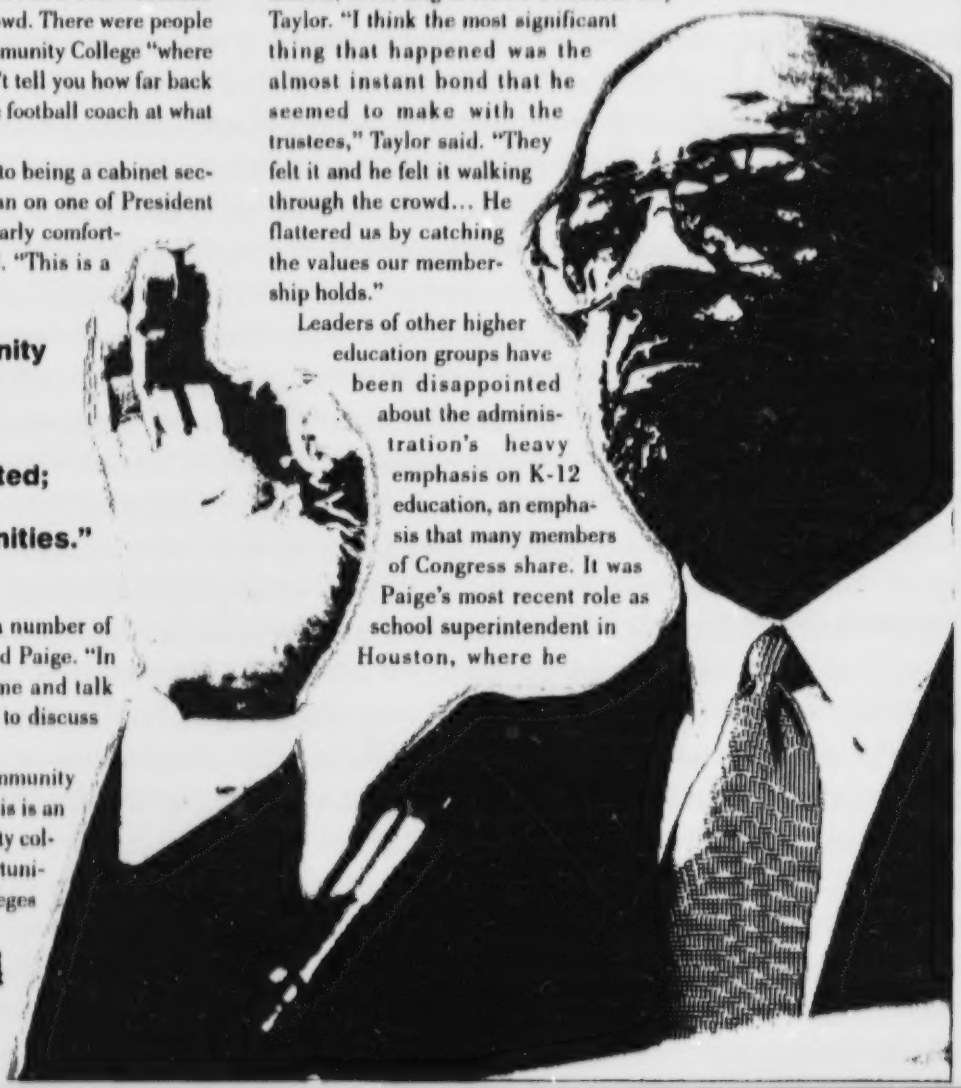
"The importance of community colleges to our education system cannot be understated; education is about opportunities."

"I've had an opportunity to talk to a number of groups, but this one is real special," said Paige. "In your request, you didn't ask me to come and talk about what's in it for you… [You] asked to discuss how community colleges could help."

"I want to personally applaud the community colleges for that attitude," said Paige. "This is an indication of the philosophy that community college people have: helping, offering opportunities…. The importance of community colleges to our education system cannot be understated; education is about opportunities."

"The president and I look forward to a very strong partnership with your organization," said Paige. The feeling was mutual, according to ACCT President Ray Taylor. "I think the most significant thing that happened was the almost instant bond that he seemed to make with the trustees," Taylor said. "They felt it and he felt it walking through the crowd… He flattered us by catching the values our membership holds."

Leaders of other higher education groups have been disappointed about the administration's heavy emphasis on K-12 education, an emphasis that many members of Congress share. It was Paige's most recent role as school superintendent in Houston, where he



stressed higher achievement and better accountability, that led to his appointment, winning praise from even the most liberal members of Congress. "We're very impressed with what Dr. Paige has done," Sen. Edward M. Kennedy of Massachusetts said at Paige's confirmation hearing, which was more a love-in than a grilling.

But the hearing also revealed the focus of federal policymakers: it was very late in the hearing before even the first of only two questions about higher education—Pell Grants —was raised with the nominee.

Understating his long experience, Paige told the trustees, "I'm not new to education." The eldest son of a teacher and librarian, Paige attended Jackson State University in Mississippi, coached at Hinds, got a master's and doctorate in physical education from Indiana University, served 10 years as dean of the College of Education at Texas Southern University and while doing that job, he also got elected to the Houston school board. In 1994, he became the superintendent, garnering both controversy and national recognition with his focus on reform, instruction, decentralization, and accountability.

"Few people have looked at it from quite that angle," said Paige of his experience in Houston as both board member and CEO. "What we've learned from that is what works well and what doesn't."

Paige was well known to the folks at the Houston community colleges. "He's a great guy," said Bruce Austin, board chairman of the Houston Community College System. Both men were elected to their boards in 1989. "I went to him many times for advice on how to do things better and how to maneuver through the fields of public opinion," said Austin, who knew Paige from Texas Southern, where Austin has been both a student and an instructor.

Austin said Paige was a strong supporter of a program exposing high school students to higher education at the community colleges, and in his NLS speech, Paige pledged more federal resources to encourage this approach. "You're talking about someone who understands not only the utility of the community college but the need to emphasize K-12," said Austin. "Most of us in the colleges talk about the preparedness of our students," and their inability to do college level work. It's important "to apply the remedy to the cause of the problem," Austin said.

"I expect very practical, workable solutions to problems from Paige," said Austin.

That's how Paige talked about it at the NLS luncheon, cataloguing the familiar list of problems in American education and the president's plan to solve them by spending more money and then testing for results.

"What we don't need to solve this problem is additional philosophies that bring a new program for every new problem," Paige said. "It is now the time for us to put aside many of our strongly held beliefs and rally around the common goal of making our public schools work."

U.S. Education Secretary Roderick Page, left, hears from ACCT Chair Darrell Shumway and AACC Chair Cynthia Heelan.

Paige asked community colleges to help in three areas: teacher training, tutoring and reading. "We need more and better teachers, and I was delighted to find out you're already in the teacher preparation business," said Paige. "We especially need your help" for teachers in math, science and reading, and he promised federal funds for "partnerships" in training teachers and strengthening science and math instruction.

In tutoring, "you have people who specialize in working one on one and face to face with students who need a lot of help," the secretary said. "We'd like for you to come up with creative ideas for ways to close the achievement gap."

Reading is "another opportunity to work together," he said, citing poor reading skills as a core problem which causes many children to be incorrectly placed in special education. "We wait too long to teach them to read," said Paige. Offering remedial courses "is much too late. We've got to catch this much, much earlier."

Reacting to the speech, Taylor said, "I think he confirmed the kinds of things that we knew from the campaign about the administration's priorities...We see great value in the priorities," because elementary and secondary education are "vital to our long-term health," Taylor said. "The administration is also clearly interested in reducing the burden of government." Consolidating programs and reducing regulations are "potentially of great value for community colleges."

George Little, ACCT chair-elect and chair of the ACCT-AACC commission on federal relations, commented, "I think Mr. Secretary is right on target." ■

National Legislative Seminar 2001

Pushing the Community College Agenda

More than 900 trustees, chancellors and presidents attended the annual National Legislative Seminar jointly sponsored by the Association of Community College Trustees and the American Association of Community Colleges. The unusually high attendance at the February 3 – 7 seminar was driven by the intense interest in the new administration and the close partisan split in Congress.

Those attending heard presentations about the changing political scene, tax and regulatory policy, the organizations' legislative priorities (see page 12) and lobbying techniques. Many got to practice some of those lessons in visits to Capitol Hill to meet with key members of Congress and their state delegations.

"Without a doubt the American people are telling the politicians that education is priority number one," National Public Radio's Juan Williams told an NLS luncheon. "I want you, as you circulate around Washington this week, to think of yourselves not as people who are coming to make a pitch, to make an appeal to politicians, but people who are helping to steer the ship.... See yourselves as I see you, as people who are involved in a high level game where you're making history and each and every one of you has a chance here to make history in terms of the direction that America takes with regards to education."

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Prior to his speech to the National Legislative Seminar, Education Secretary Roderick Paige, center, talks with ACCT President Ray Taylor, right, and AACC President George Boggs.

Sharing a laugh with Education Secretary Roderick Paige, right, are ACCT Chair-elect George Little, a trustee at Sandhills Community College, NC, and AACC Chair-elect Pamela Transue, president of Tacoma Community College, WA.

Maryland Gov. Parris Glendening, Chairman of the National Governors Association

"It is impossible, I believe, to invest too much in education. . . . The idea that we can balance a budget by taking money away from higher education every time there is an economic slowdown is something that I believe ought to be discarded. . . . We simply can no longer make decisions on the basis of an outmoded notion that we can afford to cut back on postsecondary education when times are hard, believing that higher education funding is nonessential and discretionary. Education is not a faucet that you can turn on and turn off and expect to have real quality in either the education system or the citizens themselves. . . . If you cut education every time the budget gets tight, you're not going to have future prosperity either individually or collectively."

(continued on page 10)

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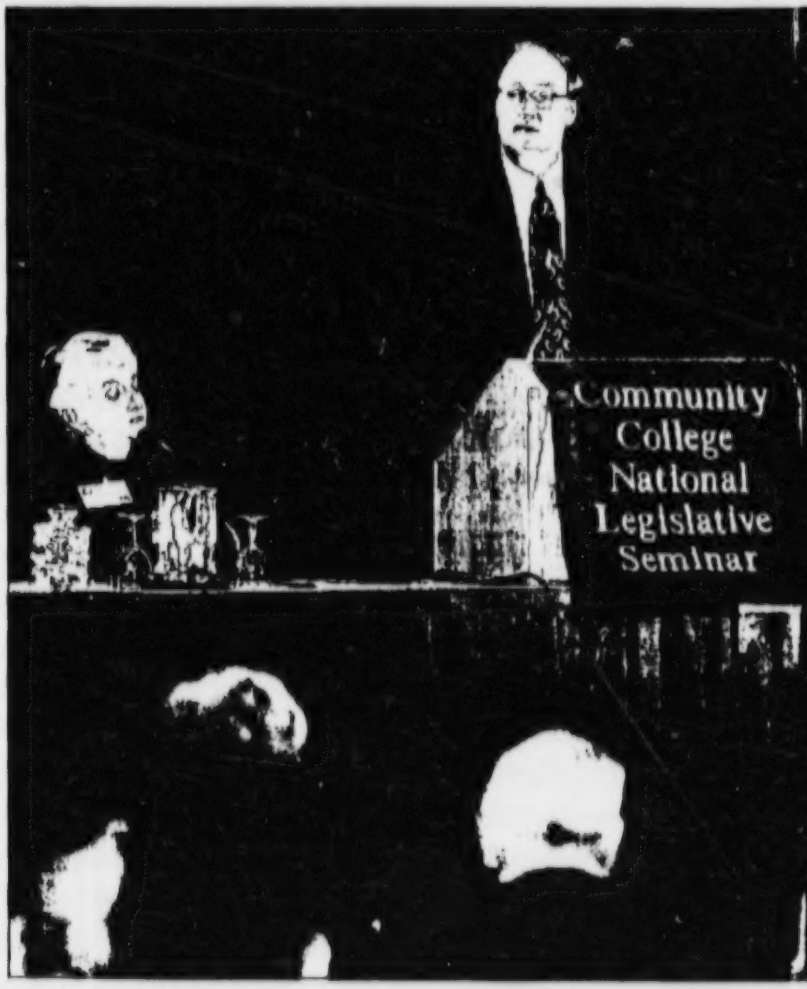
(NLS Highlights, *continued from page 9*)



Terry W. Hartle, senior vice president for government relations at the American Council on Education:

"Higher education enjoys more and deeper political support than it has in the 25 years that I have been in Washington, DC. Both parties like higher education. Both parties like student aid and scientific research. The Pell Grant program is more popular now than it has been in its 30-year history. The Republicans like it because it is a voucher. Democrats like it because it clearly and unmistakably goes to low-income individuals. But the advantage is that both parties have been competing to push up funding for the Pell Grant program. The partisanship of the last five years has been very, very good for the funding of higher education. The importance of higher education to economic growth and social progress is no longer in question. We don't need to tell policymakers that we're important to the future of their states and their districts. They get it. But higher education is not at the top of anyone's agenda on Capitol Hill or in the executive branch."

The 2001 Government Relations Award was presented to Jamie Merisotis, center, president and founder of the Institute for Higher Education Policy, an influential leader in advancing access to postsecondary education. At the presentation, from left, are ACCT Chair Darrell Shumway, AACC Chair Cynthia Heelan, Merisotis, ACCT President Ray Taylor, and AACC President George Boggs.

Before he spoke to the NLS, Maryland Gov. Parris Glendening, current chairman of the National Governors' Association, met with two constituents who serve on the ACCT national board: Elayne Hetlleman of the Community College of Baltimore County and Brad Young of Frederick Community College.

Rep. David Obey (D-WI), third from left, received the 2001 National Education Service Award for his work last year to increase the Pell Grant as the ranking Democrat on the House Appropriations Committee. Obey received the award from ACCT Chair Darrell Shumway, AACC Chair Cynthia Heelan and President of Midstate Technical College Brian Oehler, far right.

(continued on page 12)

(NLS Highlights, *continued from page 11*)

Community College Priorities Forwarded to New Administration, Congress

Excerpt from the AACC/ACCT Joint Legislative Priority Agenda

ACCT and AACC unveiled their top legislative priorities during February's 2001 National Legislative Seminar in Washington. More than 1,000 community college advocates visited Capitol Hill and met members of the new Bush Administration and urged adoption of the following priorities:

Increase the Pell Grant maximum by $600 to $4,350. Pell Grant funds go to the neediest college students, who in most cases could not attend without this support. Almost one quarter of all credit community college students receive a Pell each year, and the grants help them not only with tuition, but also pay for books, housing, and other living expenses, which can be substantial. This proposal for a $600 increase is also backed by the Student Aid Alliance, which represents 61 education organizations.

Enact a corporate tax credit for the donation of equipment and instructors to community colleges. Congress should do more to encourage business to work in tandem with community colleges. Corporations should be given a new credit for a reasonable percentage of the cost of equipment donated to community colleges. Also, they should be given a formula dollar credit to help offset the cost of loaning employees to teach in occupational and high technology programs at community colleges. This credit would encourage businesses to work in conjunction with community colleges to alleviate the shortage of trained employees in fields such as information technology and engineering.

Preserve ITFS spectrum rights. The Federal Communications Commission (FCC) is considering using the broadcast spectrum occupied by the instructional television fixed service (ITFS) for the next generation of cellular phones. ACCT strongly opposes reapportioning ITFS spectrum space to accommodate commercial interests. Community college ITFS licensees have been using this spectrum to deliver distance education for forty years and are now starting to bridge the digital divide by delivering broadband Internet connectivity via ITFS, which in many areas is the only realistic hope for this service. There are other options that will allow these valuable uses of the ITFS spectrum to continue, while also providing for the development of third generation wireless services.

Modify the Hope Scholarship Tax Credit to help the neediest students. Despite the conventional wisdom, the Hope Scholarship Tax Credit provides less benefit to students attending community college than any other sector of higher education. Community college students would be assisted greatly by two changes to Hope: eliminating the subtraction of grant aid from an individual's tuition and fees when Hope Scholarship eligibility is calculated (the current policy automatically renders the neediest students ineligible for the credit); and including living expenses as part of eligible Hope Scholarship expenses, since these costs are every bit as real as tuition payments. ■

The Leadership Challenge

A Significant Number of Presidents Will Retire in the Next Few Years

By Narcisa A. Polonio
Director, ACCT Board Leadership Services

In the 2000 edition of its report, The American College President, the American Council on Education provides an interesting profile of who occupies this important leadership position in American higher education.

Behind this effort, which began in 1986, are Marlene Ross and Madeleine Green, who should be commended for their efforts to produce this fourth edition and keep this important National Presidents' Study Series alive. Data were collected in 1998, including information from 2,380 presidents, of whom 836 respondents were from two-year public and private institutions. Surveys were mailed to 1,104 presidents of two-year colleges and 76 percent of them participated in the study.

The authors noted that community and two-year colleges accounted for 60 percent of all presidents from public institutions responding to the survey. This means that presidents from our institutions continue to have an increasing role in shaping the profile of the American college presidency.

There are two important aspects of this report of specific interest to community college boards of trustees. The data on two-year presidents are reported separately and show some significant trends. In addition, for the first time, information on the hiring process and use of search consultants is included.

The most striking changes reported include the following:

Our institutions lead the pack when it comes to appointing women as presidents. The report also suggests that we continue to make progress towards expanding opportunities for minorities who seek a presidency.

A comparison of data on presidents hired from 1995 to 1998 indicates that 34.4 percent are women; 7.9 percent are African American; Asian Americans, 0.8 percent; Hispanic, 6.6 percent; and American Indian, 0.4 percent.

Women continue to make significant gains. Minorities show some minimal gains while the number of American Indians appears to be on the decline. Community colleges continue to be the sector most likely to hire a member of a minority group to serve as president. However, the report concludes that "minority representation among all presidents is unlikely to increase significantly — unless hiring practices are altered."

An interesting observation from the data is that in 1986, 41.8 percent of two-year presidents were 41 to 50 years old. By 1998, this age group declined to 12.2 percent of the presidents. In 1998, 62.6 percent of the presidents were 51 to 60, and 23.8 percent were 61 to 70 years old, with a median age of 56.

(continued on page 14)

Narcisa A. Polonio

Our institutions lead the pack when it comes to appointing women as presidents. The ACE report also suggests that if we are to continue to make progress towards expanding opportunities for minorities who seek a presidency, hiring practices must be altered.

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Board Retreats

We are proud to announce that ACCT has facilitated the following board retreats. We thank these members for their trust and confidence in the ACCT Board Leadership Retreat Service.

Southern West Virginia Community and Technical College
Joanne Tomblin, President
George Kostas, Board Chair

West Shore Community College, MI
Charles Dillon, President
Ronald Wood, Board Chair

Oklahoma City Community College
Robert P. Todd, President
Dan Hardage, Board Chair

West Hills Community College, CA
Frank Gornick, President
Mark McKean, Board Chair

(**Changing Face.** *continued from page 13)*

This means that the vast majority of community college presidents (over 80 percent) are over 50 years old. Combine this with the fact that 27.6 percent of recently hired presidents indicated that their prior position was president of another college and this suggests that a significant percentage of two-year presidents are being recruited from another presidency and could possibly seek retirement in the next 10 years.

This means we can expect a significant shift in leadership in the coming years. How will boards of trustees prepare for this wave of retirements? It would appear that boards should take steps to prepare for both the challenge of an increasing number of retirements and the opportunity to increase the diversity of the makeup of the presidency.

This brings us to the second set of data on the hiring and use of search consultants. "Search consultants were used in 41 percent of presidential hirings in all of the higher education sectors," the report said. In community colleges, 35.4 percent used a search consultant. This confirms a trend to seek outside expertise by boards as they conduct national recruitment efforts in an increasingly competitive market.

These are the leadership challenges that ACCT continues to explore. The office of Board Leadership Services is committed to design services to help boards prepare for the future. ■

Presidential Characteristics
Two-year Institutions

	1986	1998
Women	7.9%	22.4%
Minority	8.6%	12.3%
Race/ethnicity		
African American	3.9%	5.8%
Asian American	0.6%	1.3%
Caucasian	91.4%	87.7%
Hispanic	3.1%	4.5%
American Indian	1.0%	0.8%
Age and Years of Service		
Average age	51.4	56.8
Average years in present job	6.7	7.3

Source: Ross, Marlene, and Green Madeleine F. *The American College President: 2000 Edition.* Washington, DC; American Council on Education, p. 24.

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ACCT Board Leadership Service Announces SUCCESSFUL CEO SEARCHES

Frank Vivelo, Ph.D.
President,
Santa Fe Community College, NM
Former President, Wharton Junior College, TX

Board Chair Michael Mier comments: "We want to express our gratitude to ACCT Board Leadership Services for their assistance. We feel extremely privileged to have attracted so many qualified candidates and to select Dr. Frank Vivelo, a candidate who has the vision and skills necessary to take Santa Fe Community College into the next century."

Timothy Nelson, M.A.
President,
Northwestern Michigan College
Former Executive Director of Administrative Services,
Northwestern Michigan College

Board Chair Michael McManus comments: "We are delighted that we have been able to identify Tim Nelson, an educational leader of such high caliber. He is just right for Northwestern Michigan College."

J. Marie Pepicello, Ph.D.
Superintendent-President,
Chaffey College, CA
Former President,
Phoenix College, AZ

Board Chair Barbara Cherbok comments: "The governing board is delighted and excited, after a nationwide search, to appoint Dr. Pepicello as Superintendent-President of the Chaffey Community College District. Her experience fits exceptionally well with the district's current and future needs and goals. The board looks forward to a long, and mutually beneficial working relationship with Dr. Pepicello."

ACCT also extends its congratulations to the following new chancellors, presidents, and provosts.

Brian Ebersole, *President,*
Bates Technical College, WA

Wilfredo Nieves, *President,*
Middlesex Community College, CT

James T. Rizzuto, *President,*
Otero Junior College, CO

Ann Elizabeth Alexander, *President,*
Wytheville Community College, VA

Mary F.T. Spilde, *President,*
Lane Community College, OR

Bruce Leslie, *Chancellor,*
Houston Community College System, TX

Karen A. Stout, *President,*
Montgomery County Community College, PA

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FEATURE

What We Can Learn From The

Centennial of America's Community Colleges

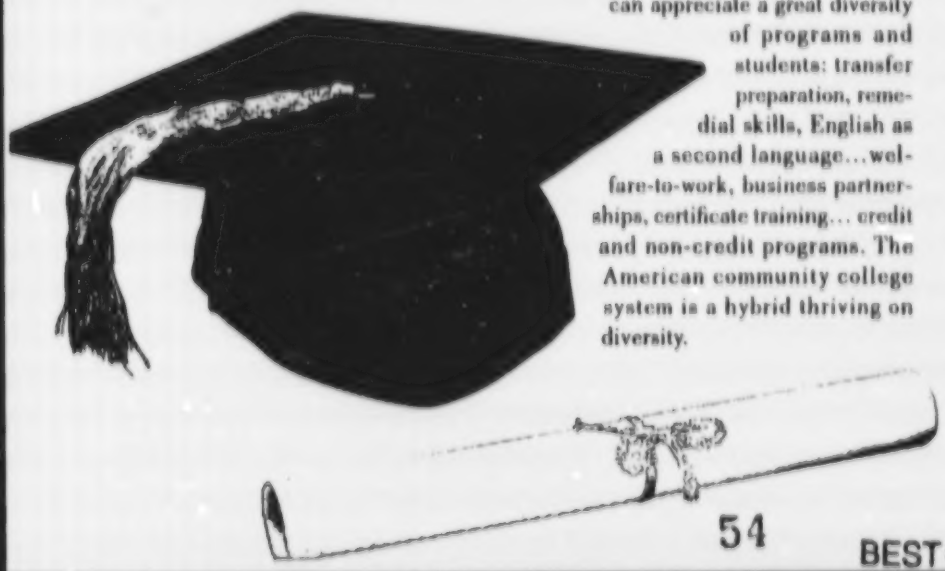
By Chuck Spence

As we mark the centennial of the American community college movement, William Rainey Harper's vision seems very much alive at the dawn of the New Millennium. Harper, long considered the founder of the community college movement, dreamed a visionary's dream that would flower into a network of community colleges across the nation. The first president of the University of Chicago, Harper spoke of a plan that would "revolutionize University study in our country."

His idea seemed the perfect fit for an America ripe for new opportunity and experiment. The system of colleges he proposed at the time would open its doors to the common man—at once blurring the class distinctions that had marked what had been an essentially elitist system of higher education during the preceding 100 years. Now, at the beginning of the second one hundred years of community colleges, we can look back on Harper's dream and marvel at our many accomplishments.

The growth of community colleges has been nothing short of spectacular, beginning with only a handful at the dawn of the 20th century, and now reaching about 1,600 nationwide, including branch campuses. And true to their original "open door" policy, community colleges continue to pursue a vision of opportunity, virtually guaranteeing anyone with the spark of curiosity a chance to pursue his or her education and career goals, one of the many gifts this generous policy has bequeathed to America.

Within that "vision of opportunity" we can appreciate a great diversity of programs and students: transfer preparation, remedial skills, English as a second language...welfare-to-work, business partnerships, certificate training... credit and non-credit programs. The American community college system is a hybrid thriving on diversity.



Community colleges confer about 500,000 associate degrees and 200,000 certificates on an annual basis. But the economic impact of this far-reaching achievement is best understood when you put a human face on it: a student completing an associate degree will earn about $250,000 more over a lifetime than his or her counterpart with only a high school diploma.

As we celebrate our successes and adapt ourselves to new challenges stemming from a knowledge-based economy, we must also do everything in our power to guarantee continued public support for the system's economic vitality. In California, for example, unanswered financial issues plague the system. The state's community colleges receive less than one-half of the amount ($4,767) of the California State University System ($10,193) and less than one-third of the amount received by the University of California ($15,193) per student for instruction-related costs.

This lag in funding is mirrored in national figures, as well, as reported by the Education Commission of the States.

(continued on page 32)

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Governing Without Fear

Bringing the Shadows of Board Work into the Light

By Susan S. Stratton

A coherent concept of governance is quite illusive in community college circles. When interviewing board members with the question, "What is governance?", the definition ranges from shadowing the president to serving a constituency, from enforcing fiscal restrictions to being a community watchdog. Few can clearly articulate the breadth of the board role and even fewer hold a clear understanding of the appropriate depth of board action.

Let's begin with a coherent definition of governance. Governing is *seeing to it that the organization achieves what it should and avoids unacceptable situations.* From this definition, the board's job description would appear to be an oversight role. Yet *oversight* alone misses a key notion about governance: How do we decide what the total organization should achieve and how do we anticipate unacceptable situations?

Both sides of this definition require proactive dialogue and decision-making, as well as methods to monitor progress and activity.

Many colleges have set a mission in place that generally does an adequate job of defining what the college should achieve. For the moment, however, let's look at the *shadows* of board work.

Is it acceptable for your board to:

- Rubber-stamp everything the college's administration prepares for you?

When interviewing board members with the question, "What is governance?", the definition ranges from shadowing the president to serving a constituency, from enforcing fiscal restrictions to being a community watchdog.

- Have negative press coverage about the board's own process?
- Be a divided "4-3" board?
- Fire a college president for one bad decision rather than progress being made on the big picture?
- Fail to anticipate the vocational needs of the community's economic development plan?
- Fail to link with the community in less than a systematic and predictable way?

Boards rarely talk about these broad issues of unacceptable behaviors. As a result, these same boards get caught in a reactionary mode when the unacceptable situation arises. The board's role in these issues is not only to declare what is unacceptable, but to articulate the community's value on the issue AND to set in motion clear policy that addresses how the board will avoid these situations and how it will monitor itself from falling prey to these unacceptable behaviors.

To prevent your board from finding itself in such a predicament, try reserving a portion of your board agenda to discuss individual "unacceptabilities" and create broad policy that anticipates the shadow side of your leadership process. If you shine light in a shadow, through proactive dialogue at the board level, the fear dissipates, the unmentionables become clearly articulated policy which sets forth appropriate expectations to the board, the college administration, the media and the wider community. ■

Susan S. Stratton, owner of Leading Edge Mentoring, based in Grand Ledge, MI, is a governance and leadership consultant, with a specialty practice in Policy Governance®.

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Sharing Resources, Outsourcing Helps Colleges Afford Technology

By Rodney L. Everhart

Colleges and universities across the country are banding together to share resources and costs to help them implement and maintain enterprise-wide information technology systems.

"Shared service arrangements and consortiums with buying power are the number one solutions being discussed openly today," said Larry Goldstein, senior vice president of the National Association of College and University Business Officers. "Colleges are coming together to share programming staff and DBAs [database administrators]."

The benefits of these consortiums are numerous and tangible:

- The collaborating colleges receive favorable pricing on software licensing.
- The colleges save training dollars by sharing in the cost of training by the vendor.
- Shared data and support centers require fewer skilled people for staffing than if each college attempted to maintain its own staff.

The staffing benefit is especially important as colleges struggle to attract and retain prized information technology talent. At the same time, the Internet network has removed the requirement for direct hard-wire access to systems, enabling an off-site source, like a shared service center, to manage and maintain a college's administrative system from a distance.

Texas Consortium A First

For example, the Texas Connection Consortium is an association of 35 colleges, community college districts and state universities that share in the resources of a single Technical Support Center that maintains their administrative software (SCT Plus™ and SCT Banner™). The consortium was initiated by the institutions and the state Department of Information Resources to save money and resources.

"It is likely that the number and variety of arrangements among colleges and vendors will continue to increase. One factor is the increasing pressure on colleges to offer competitive capabilities to today's technology-savvy learners."

The state-contracting program was the first of its kind in the nation when it began. A board of seven representatives elected from member colleges and universities governs the consortium.

"In the past, state institutions of higher education invested substantial sums of money in information resources, including computer software, that were specifically designed to meet the particular needs of the academic community," said Charles Burmeister, a consortium board member and director of information systems from Alamo Community College District.

"Despite the similarity of the institutions' needs, very little effort had been devoted to coordinating these purchases."

Today, all members share the technical resources of the consortium's Technical Support Center in Dallas. Staffed by SCT analysts, the Tech Center converts standard SCT applications to Texas-supported applications for all platforms being used by members. The analysts support all Plus and Banner modules, including Web-enabled versions of the software.

"A key component of the relationship is SCT's ability to deliver Texas-specific software that meets the requirements of the state," said Larry Bicket, director of policy implementation at Texas A&M University System, who serves on the consortium board. "It saves 35 schools repeating the same job functions while adding value to our base products. We accomplish all this without spending additional dollars."

It also saves state personnel considerable time, said James Langabeer, consortium board member and vice president for business affairs at the University of Texas Pan American. "Now, the state has one person calling with questions rather than 35 schools," said Langabeer. "Because they have a conglomerate of schools on the same software, they don't

have to answer the phone 30 times to respond to a technical question."

"Because of the Technical Center, we are never more than one step away from the current release," added Alamo CCD's Burmeister. "There aren't many states that can say that."

Outsourcing's Many Benefits

Another approach to help lower costs and to address the IT labor issue is outsourcing. Outsourcing services and arrangements are varied. For example, some colleges share or outsource Web masters rather than hire one full time. Other colleges outsource DBA responsibilities full time while others use outsourcing services to complement their own staff. For example, one state college with two full-time database administrators contracts with SCT for ongoing upgrades to its Banner administrative system, thus alleviating the staff's workload.

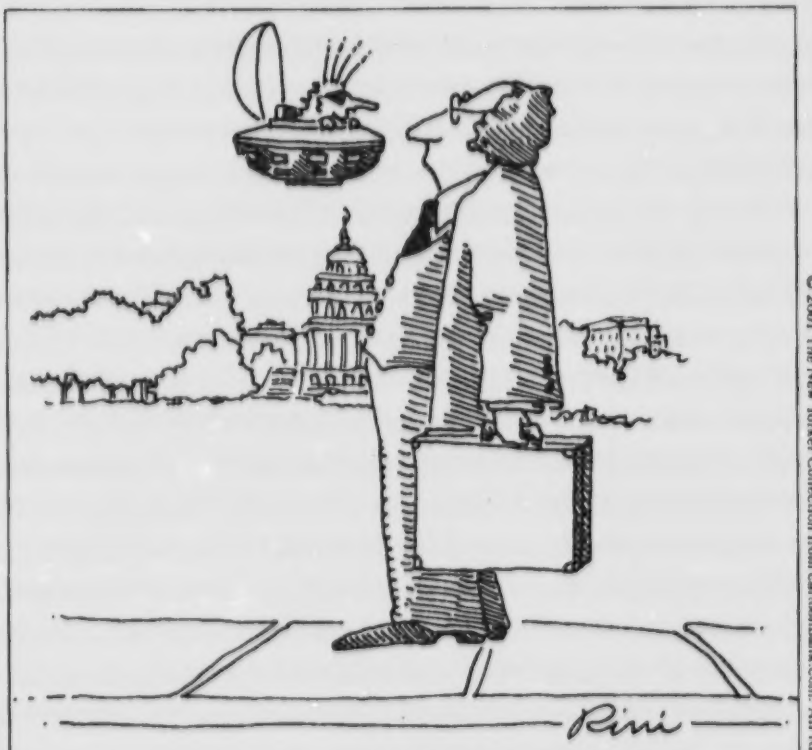
According to SCT clients, benefits of outsourcing include:

- Access to a large and varied group of resources that a college would not have otherwise.
- Ability to move people in and out easily if they do not fit a college's needs.
- Access to people with different areas of expertise for limited times as needed.
- Additional resources and expertise when making key shifts in technology, such as from a mainframe to a client-server environment.

Delaware County Community College in Pennsylvania has had an outsourcing partnership with SCT since 1974. Today, the college runs the full suite of Banner administrative solutions and is beginning to use wireless technology to provide students with increased access to services and more flexibility.

SCT manages the Banner software with a staff of nine onsite employees. SCT employees also manage several DCCC IT employees.

"Outsourcing brings value because we gain access to a large group of resources that we wouldn't have otherwise," said Jeanne Buckley, chief information officer at the two-year college and administrator of the contract. "It gives us access to resources and the ability to move people in and out easily if they don't fit the school's needs."



"Forget your leader! Where's your information systems manager?"

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The range of know-how available from SCT also gives the college access to expertise that it needs only for a limited time, said Buckley. For example, several years ago the college made the decision to migrate from an H-P mainframe shop to a client-server environment. "The expertise of SCT's people helped us make this key shift in technology. They were responsible for making it happen." At other times, the college has enlisted the help of an expert in the latest release of Banner for a limited time to help the IT staff understand how to maximize its capabilities.

It is likely that the number and variety of arrangements among colleges and vendors will continue to increase. One factor is the increasing pressure on colleges to offer competitive capabilities to today's technology-savvy learners. Another driver is the growth in distance learning.

A report by the National Association of State Universities and Land-Grant Colleges shows that institutions already are pooling their distance-education offerings. Two-thirds of the institutions surveyed said they had formed technology partnerships or virtual universities. Undoubtedly, the traditional model of a single college supporting all IT services and capabilities in-house is likely to change. ■

Rodney L. Everhart is president of SCT Global Education Solutions. SCT is a valued member of the ACCT Corporate Council.

FEATURE

$3.1 BILLION

New Partnerships Help Historic Carolina Bond Measure Succeed

By Sharon Shaw

In last year's election, as America voted for a new president, North Carolinians also made history by approving the largest statewide educational bond issue ever passed in the United States, a total of $3.1 billion. That money includes $2.5 billion for the 16 campuses of the University of North Carolina system and $600 million for the 59 members of the state's community college system, with payments extended over a six-year period.

The road that lead to passage of the bonds and affirmative votes by 73 percent of North Carolina's voters was filled with people from all over the state who were forward-looking enough to realize that the bonds were an idea whose time had come.

The journey began when the North Carolina Citizens for Business & Industry (NCCBI), led by President Phil Kirk, Chair Phil Phillips and then Vice-Chair Malcolm Everett, pulled together representatives from business, the university system, and the community colleges to evaluate the state's higher education capacity to grow and support the economic growth of North Carolina.

"Once we got all the players together," Kirk said, "it was clear that North Carolina faced a potential emergency in education if we did not move fast to provide our community colleges and universities with some major funding.

"For several decades," Kirk said, "our state educational institutions had been busy playing catch-up with renovation and repairs and had little time or budget to look down the road at the tens of thousands of students who would be soon knocking on the doors of their admissions offices. Clearly, the state's business and industry would not flourish in the coming decade unless we first made certain that our colleges and universities were brought up to speed and made able to provide the postsecondary education so key to economic success."

A study by NCCBI showed that within a decade, institutions within the university system would have an influx of more than 48,000 students and within eight years the community college system would need to be ready to handle 75,000 new students. Presented with these figures, all 170 members of the North Carolina General Assembly, in a

Students demonstrating for the North Carolina bond issue were part of the broad coalition that led to success.

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highly unusual show of unanimity, voted to pass the resolution that would place the bonds on the Nov. 7 ballot.

Following this action by the legislature, an ad hoc committee of higher education, business and industry leaders began to lay the groundwork for a statewide bond campaign. A campaign committee was formed under the leadership of Leslie Bevacqua, on leave from the NCCBI, along with leaders from the business community, the trustees of both systems, and leaders from campuses and communities around the state. According to George Little, member of the executive committee of NCCBI and chair of the Sandhills Community College Board of Trustees, "our goal for the bond committee was to educate our citizens on the critical needs of our higher education institutions.

"Our state institutions had buildings that were three decades behind in repairs and renovations," Little explains, "campuses that lacked adequate physical housing for classes and laboratories, and colleges and universities that lacked the physical plant accommodations needed for the technology training demanded of us by business and industry."

Under the leadership of Little and his colleagues on the campaign committee, $4.2 million was raised from private sources to carry the message of these needs to the voters of North Carolina. "The votes were not won by the committee but by the thousands upon thousands of North Carolinians who worked in their own communities to enlist the support of alumni, local chambers of commerce, student government associations, parents groups, and others," Little said.

A key part of this campaign rested on the shoulders of presidents of the community colleges and chancellors and other administrators of the state universities. They helped the voters understand not only the pressing physical plant needs of North Carolina's universities and community colleges but also that the bonds represented a savings to the state's 100 counties, which are charged with maintaining these facilities.

North Carolinians responded by turning out in force to ratify the bond issue. A majority in every county supported the bonds, indicating that the voters in every jurisdiction understood the need for repairs, renovations, and new construction to allow North Carolina to keep up with the challenge of an economy where a postsecondary education is the minimal requirement for economic success.

George W. Little

Under the leadership of Little and his colleagues on the campaign committee, $4.2 million was raised from private sources to carry the message of these needs to the voters of North Carolina.

In the campaign, John R. Dempsey of Sandhills Community College in Pinehurst was among the most active of the state's community college presidents.

"I made 40 or 50 speeches to small groups in my college's service area," recalls Dempsey. "At 7 a.m., I had breakfast with a local Rotary group. I had lunch with Kiwanians. I dined with the Lions Club, and had coffee and desert with the Chamber. In every case, I found my fellow North Carolinians interested but often unaware of the severe challenges facing higher education in the state."

"They were receptive to the information I had to offer them," Dempsey said, "and—as the November 7 election proved—very willing to support two causes in which they deeply believed: the importance of education for all the people and the need to provide the technological training on which so much of our state's future economy will rest."

Campaign director Leslie Bevacqua believes the activities of leaders like Dempsey were critical to the success of the bond issue. "At the campaign, we had a $3.2 million budget," though even more than that was raised, she notes, "but those funds were only as good as the people they empowered to get out the word. Our television ads, our polling, and our other efforts provided an important backdrop against which the community college presidents and the teams from the university issued their calls for help."

After the ballots were counted, Martin Lancaster, president of the North Carolina System of Community Colleges, observed: "This fantastic result was possible only because of the unified campaign waged by the many friends of higher education.... In addition to the facilities which will be built by these bonds, we also built through this campaign a new spirit of cooperation and respect between the community colleges and universities which will lead to our systems working much more closely in the future to expand opportunity for North Carolinians through our respective and collaborative programs." ■

Sharon Shaw is director of public relations at Sandhills Community College, NC.

Insuring Health Care *for the* Underserved

So how do you sketch this larger than life character, who's been doing good for others while she's done pretty well for herself. Do you call Gloria Bozeman Herndon an international economist, with the doctorate to prove it? An ex-foreign service officer? A church organist and musician, a gourmet and a world traveler, a foster parent and an AIDS activist?

Gloria Bozeman Herndon, President/CEO, G.B. Herndon and Associates

How about all of those plus her day job as an insurance broker? But Herndon is not just any insurance broker, she is an insurer with a twist, carving out a successful brokerage specializing in covering the underinsured and the underserved. Her firm provides accident policies for Headstart operators and health care insurance for the growing number of international students and for thousands of community college students, whom G.B. Herndon and Associates protect for as little as $300 a year.

"We work strictly on niche markets," says Herndon. Her firm's coverage of community college students is endorsed by both the Association of Community College Trustees and the American Association of Community Colleges. "Gloria is one of our first Corporate Council members and very committed to serving our purpose and goals," said Alvin Major II, ACCT's director of marketing and fund development.

"Community college students have an average age of 29 and most of these people are uninsured," notes Herndon. "There's a tremendous need for health care services." She is able to offer the student insurance for $300 a year—"no matter how old you are"—because of the low average age of this large group and the fact there is "no adverse selection." This means insurance companies do not see people needing health care becoming community college students just to sign up for insurance.

Herndon's winding journey into the insurance field began in East St. Louis, IL, as the ninth child in a family of 12. "My mother wanted all her children to get an education," and Herndon exceeded those expectations by getting two bachelor's degrees, one in music and the other in economics. She went on to get a masters and then a doctorate at the prestigious Johns Hopkins School of Advanced International Studies in Washington.

This led to nine years in the U.S. Foreign Service, including a year as the economic and commercial officer

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in Nigeria. That country had just privatized its insurance industry, and she suggested to a Nigerian man that he get into that business. "And he made a fortune," Herndon said, giving her the idea of going into the field herself.

"Needless to say I knew nothing about insurance," she laughs, and got on the job training at The Equitable. In 1984, she struck out on her own, using her foreign service contacts to begin offering health insurance to employees of foreign embassies in Washington, which until that time had been self-insured.

Over time, she's identified other populations underserved by traditional insurers. She used her international connections again to begin insuring foreign students studying in the United States from countries like Thailand, Turkey, and a number of African nations, particularly Botswana, a country where 20 percent of the people are HIV positive, indicating they have the virus that precedes AIDS.

1976—Gloria Herndon with the president of the Nigerian-American Chamber of Commerce.

"We have declared war on HIV," said Herndon. "We have put in mandatory testing" for Botswana students because "ignorance is not bliss.... We not only insure them; we educate them" about the dangers and treatment of AIDS.

In the United States, AIDS "is starting to have an effect here.... It's not just a gay disease," she said. "It's a disease of the entire population."

Herndon is a consultant to the National Institute of Health on the impact of AIDS on the insurance industry.

"I've tried to let the business grow" in a number of directions, Herndon said. She plans on starting health clinics in Shreveport, LA, and Washington, DC, since many urban clinics are closing. "There's a tremendous need for health care services" and "I'm in health and the health business," she said. With nine regional offices, G.B. Herndon and Associates has also branched out by offering tuition installment programs and other financial services, and established partnerships with Historically Black Colleges and Universities.

She used her international connections again to begin insuring foreign students studying in the United States from countries like Thailand, Turkey, and a number of African nations, particularly Botswana, a country where 20 percent of the people are HIV positive, indicating they have the virus that precedes AIDS.

"I only work with corporations that give back to the groups" they serve, said Herndon. For the Headstart program, for instance, for years she's been providing scholarships for teachers to study abroad, sending the first teachers to her favorite country, Italy. "They come back with a new kind of flair and experience," said Herndon, two qualities she clearly values in her own endeavors. ■

G.B. Herndon and Associates is a valued member of the ACCT Corporate Council.

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Supreme Court Affirms Mandatory Arbitration Of Employment Disputes

by
Ira Michael Shepard and Elizabeth Thomas
ACCT Legal Counsel
Schmeltzer, Aptaker & Shepard, P.C.
Washington, DC

The United States Supreme Court in March handed down a landmark decision that will substantially alter how employment disputes, including Equal Employment Opportunity and discrimination claims, are resolved.

In a 5-4 decision, the court ruled that employment agreements requiring arbitration of all employment disputes in lieu of litigation are enforceable under the Federal Arbitration Act passed in 1925. Only a small category of transportation workers engaged in interstate commerce are exempt from the Federal Arbitration Act.

Ira Michael Shepard

Elizabeth Thomas

In a 5-4 decision, the court ruled that employment agreements requiring arbitration of all employment disputes in lieu of litigation are enforceable under the Federal Arbitration Act passed in 1925. Only a small category of transportation workers engaged in interstate commerce are exempt from the Federal Arbitration Act.

The facts are as follows: Saint Clair Adams applied for a position with Circuit City in 1995 and filled out a six-page application that included an arbitration agreement. An employee cannot work at Circuit City without signing the arbitration agreement. Adams signed the arbitration provision and agreed to settle all claims relating to employment with Circuit City by final and binding arbitration before a neutral arbitrator. Adams left Circuit City after a year and filed suit against the company in state court alleging discrimination and harassment based on sexual orientation.

Circuit City went to federal court, relying on the Federal Arbitration Act to enforce the arbitration agreement and dismiss the lawsuit. Adams argued that the arbitration agreement was an unconscionable contract and that the agreement eliminated an employee's right under our country's EEO laws to bring discrimination cases to trial before a jury.

The Supreme Court rejected Adams' arguments and ruled that mandatory arbitration agreements are enforceable under the long-standing Federal Arbitration Act. The majority opinion emphasized the benefits of mandatory arbitration—speed, simplicity, and sub-

stantial cost savings. The court concluded that mandatory arbitration agreements can be enforced without contravening an employee's due process rights or anti-discrimination rights.

The decision facilitates the use of binding arbitration to resolve employment disputes. Employers argue that mandatory arbitration of employment disputes will significantly reduce employment litigation and the attendant costs.

The American Arbitration Association, in praising the Supreme Court decision, raised an interesting point. The Arbitration Association concluded that the decision will ultimately boost an employee's due process rights because according to national statistics, the average employee never actually exercises the right to a jury trial, as the majority of lawsuits are dismissed on summary judgment, most of which favor employers. ■

"There. Now it's all on paper. Feel better?"

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Court Rules on ADA

In a recent 5-4 decision, the U.S. Supreme Court ruled in University of Alabama at Birmingham v. Garrett that state workers cannot sue their employers for damages under Title I of the Americans with Disabilities Act ("ADA"). The case was described in the last issue of the Trustee Quarterly.

Title I of the ADA prohibits employment discrimination on the basis of disability by private and public employers. State community colleges and universities are now entitled to assert sovereign immunity, under the 11th Amendment of the U.S. Constitution, as an absolute defense against damages under the ADA by state employees. State employees may still file suits seeking injunctive relief without financial damages.

The Supreme Court held that Congress exceeded its authority under the Constitution in applying the ADA to government workers because such suits are barred by the 11th Amendment. Chief Justice William Rehnquist joined by Justices O'Connor, Scalia, Kennedy and Thomas, writing for the majority, asserted that Congress failed to identify a history and pattern of employment discrimination by the states against the disabled that was sufficient to abrogate states' immunity from lawsuits under the Constitution. The majority of the court rejected the dissenting argument that powerful evidence of discriminatory treatment throughout society in general implicates state governments.

The court's decision is the second in the past year to limit the rights of state workers to sue their employers. The other case was Kimel v. Florida Board of Regents in which the court held that Congress exceeded its authority in lifting states' immunity from the Age Discrimination in Employment Act. ■

Lifetime Members Honored

The Association of Community College Trustees now has more than 80 lifetime members, made up of present and past trustees with longtime service to the community college movement. Four of the new lifetime members were recognized at the association's convention in Nashville.

Left: A lifetime membership plaque was presented to Evonne S. Schulze, San Diego Community College District, CA, by ACCT Chair Darrell Shumway and Immediate Past Chair Helen Newsome.

Above: Norma Jean Germond, Portland Community College, OR

Right: Donald M. Mawhinney Jr., Onondaga Community College, NY

Above: Isobel Dvorsky, Chabot-Los Positas Community College District, CA

Right: Shirley Okerstrom, Northwestern Michigan College, Traverse City, MI

Bad News About Our Graduates? In Fact, It's Great News

By Richard F. Gillette

Let's review some good news and some bad news about community college outcomes.

I think we all know the good news: our students who receive an associate degree earn a lot more than if they only had a high school diploma. The U.S. Census Bureau's 1999 weighted male-female average earnings data for full-time year-round workers over 25 years old with an associate degree is $8,396 more than that achieved by high school graduates, including equivalency.

Community colleges are providing an economic bonanza for the country. The 40-year present value of these extra earnings is $335,840.

Every time I talk to our state legislators I hear that "a lot of funds are spent on students that drop out before they finish an associate degree." It is a fact that a much larger number of community college students attend than graduate. Due to the sporadic nature of part-time college attendance, it is hard to quantify an exact number, but we know it is a much larger population than the graduating population. The credit student figures kept by my institution, William Rainey Harper College, for one year are:

Annual number of individual students	23,916
Average individual students per semester	18,352
Full time equivalent students	8,129
Degree earners	1,045
Certificate earners	303

"It was not planned that way, but our biggest perceived failure may in fact be our biggest real success."

With over 8,000 FTE students at a two-year college, one would expect about 4,000 graduates each year. The difference at first looks like the dropout rate. But almost half of our students already have 4-year college degrees. How can one call them dropouts?

They come to the community college to keep up their earning skills and to improve their quality of life. They take courses that they did not or could not take in college. Some examples are an engineer taking a foreign language course or a mathematician taking a computer program course using a technology that did not exist when he graduated four years ago. They are the lifelong learners that we all read and talk about. The bad news in the feedback that we receive from legislators may not be entirely correct. But it will remain bad news until we publicize the facts.

Even with about half our students having a degree, we still have a much larger number of students that drop out rather than graduate. The Census Bureau also has earnings data on this population. The weighted male-female average earnings for full-time year-round workers over 25 years old with "some college, no degree," is $6,960 more than that of a high school graduate. The 40-year present value of these extra earnings is $278,400.

This means that if the number of students that leave the college each year without a degree exceed the graduates by 21 percent, they will have a larger economic impact than the graduates do. While it would be better if they completed a degree, our early leavers, due to their larger numbers, may be having a larger impact on the country's economy than our graduates. It was not planned that way, but our biggest perceived failure may in fact be our biggest real success.

As a result of attending college, even without graduating, a very large number of citizens have obtained better paying jobs. This group, due to its size may have more economic impact than the graduating group.

So we have good news that is perceived as bad news. We should all generate our college's data and publicize it. If we do not tell our legislators and taxpayers the facts, our outcomes are still going to be looked at as good news-bad news, when they are in fact good news-great news. ■

Richard F. Gillette P.E. is president of RF gillette, Inc. and a board member at William Rainey Harper College in Palatine, IL.

(What We Can Learn, *continued from page 17*)

In Wisconsin, which provides a good example of this funding disparity, the state's community colleges received about $6,500 more per student than those in California for 1998-99. In the last 10 years, the number of full-time equivalent students attending community colleges in California has increased by 200,000, more than a 20 percent jump.

Meanwhile, the California Postsecondary Education Commission projects that the demand for enrollment in the community colleges will exceed an additional 300,000 new full-time equivalent students by the year 2010. Figuratively known as Tidal Wave II, this massive influx of new students will place enormous demands for additional services on the system. I am confident that we will solve this funding dilemma eventually, but to succeed in this task will require a greater emphasis on public awareness of the problem.

With its generous open-door policy, the story of America's community colleges reflects the very best in our nation's democratic spirit. As we set out on our second century of accomplishment, I know that we have the strength of mind to make our mark, once again, on the educational landscape. ■

Chuck Spence is chancellor of Contra Costa Community College District in Northern California.

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Trustee Quarterly

Summer Issue, 2001

American Association of Community College Trustees

FROM THE CHAIR

Budget Cuts Should Not Undermine the Key Advocacy Role of Trustees

By Darrell Shumway

One dictionary defines advocacy as the act of speaking or writing in support of a cause or an idea. In my 15 years as a trustee, I don't believe that there is another word I have heard used more often than advocacy. Its importance should never be diminished. Trustees are advocates(advocates of the community, of students, of our colleges, and of citizen governance.

The current economic condition in many states has resulted in significant cuts in operating budgets. This is a frightening reality that many will have to live with in the coming year and many more may face in the years to come.

In times like these, trustees often feel the need to "share the pain" of budget reductions that so profoundly affect the college's ability to serve the community and students. This is an understandable, even noble reaction, but it's counter-productive and inconsistent with our responsibility to those we are sworn to serve.

Times like these demand that trustees have the most current information concerning the educational, social, economic, and technological environment in which we make policy, and that we have skills and knowledge to assure the efficiency and effectiveness of college governance. These are the kind of skills and knowledge trustees learn in exchanges with their peers from other institutions, and in presentations and workshops, at meetings of their national and state associations.

In times like these, it's essential that trustee voices are heard in Washington, D.C. and state capitals advocating needed student aid to assure access when there is so much pressure to increase tuition. This includes advocating institutional aid that provides critical student support services, curriculum development, equipment and the like.

I believe that when we as community leaders adopt budgets for our colleges we should insist on the funds necessary to assure continued effective trustee leadership so that our voices are heard in the capitals of our states and our nation. Advocacy is too important to be under-funded.

The next two important opportunities to fulfill the responsibility to become better advocates through your national association are the annual convention in San Diego, October 10-13 and the National Legislative Seminar, February 10-12. Put them on your calendar. Put them in your budget. ■

Darrell Shumway is a trustee at Pratt Community College, Kansas, and chair of the Board of Directors of the Association of Community College Trustees.

Model Standards of Good Practice for Trustee Boards

In support of effective community college governance, the Board believes:

- That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
- That it must clearly define and articulate its role;
- That it is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
- That it always strives to differentiate between external and internal processes in the exercise of its authority;
- That its trustee members should engage in a regular and ongoing process of in-service training and continuous improvement;
- That its trustee members come to each meeting prepared and ready to debate issues fully and openly;
- That its trustee members vote their conscience and support the decision or policy made;
- That its behavior, and that of its members, exemplify ethical behavior and conduct that is above reproach;
- That it endeavors to remain always accountable to the community;
- That it honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.

Passed by the ACCT Board of Directors, October 2000.

Marriott.

Marriott Agrees to Honor ACCT Diversity Commitment

Marriott International Inc. has signed an agreement with ACCT to abide by the association's commitment to diversity, equal employment and equal access in all its hotels and subsidiaries.

Under the commitment, Marriott agrees that it will not sign a contract with ACCT if the corporation has been the target of "a boycott by a large, significant, reputable national organization" like the NAACP related to a violation of the diversity commitment. The same applies if the city or state in which the ACCT event is to take place becomes subject to a similar boycott.

The agreement puts teeth in the commitment by providing for binding arbitration to determine if a violation has occurred and allows either party to cancel the event contract and refund all deposits if an arbitrator in an expedited hearing finds a violation of the agreement.

ACCT's counsel believes the diversity commitment is one of the first of its kind between a hotel chain and an association.

"This is a response to the values and policies of our membership," said ACCT President Ray Taylor. "Our largest annual expenditures are contracts with hotels for conventions and conferences." The association initiated discussions with Marriott after an incident several years ago when another hotel chain scheduled to host an ACCT event was threatened with a boycott, leaving the ACCT board in a quandary about what to do about its contract. The boycott never occurred.

"We are gratified to have been able to spread our commitment on diversity to a leading segment of corporate America," said Taylor.

The Marriott agreement is the first step in obtaining similar agreements from all hotels used by ACCT.

Chancellor Fred Gaskin

Board President Don Campbell

Maricopa Recruits at Howard University To Implement Diversity Goal

The Maricopa Community Colleges in Phoenix, the nation's largest community college district, have set up a unique faculty recruitment relationship with Howard University in Washington, DC, one of the nation's oldest historically black institutions.

An eight-person delegation, including Maricopa's chancellor, two Governing Board members, faculty and staff, visited the DC campus to recruit faculty and administrators as a way of implementing a new diversity goal recently adopted by the board.

Maricopa Chancellor Fred Gaskin said, "This visit was conducted as part of a faculty recruiting strategy promoted by the Governing Board to ensure that the new faculty Maricopa hires will continue to be the best and the brightest and as diverse as the students in our college."

Don Campbell, president of the Governing Board, said, "This recruitment effort is also unique because our approach includes board members, top level management and faculty. We are all part of making the Governing Board goal a reality."

"Our board recognizes that our diverse student populations are not similarly represented by a diverse faculty and staff," said board member Linda Rosenthal, who visited Howard. "Arizona and particularly Maricopa County, will see a great increase in African-American, Hispanic, Asian and other ethnic groups during the next decade or two. We feel it is absolutely incumbent on us ... to take proactive recruitment actions now."

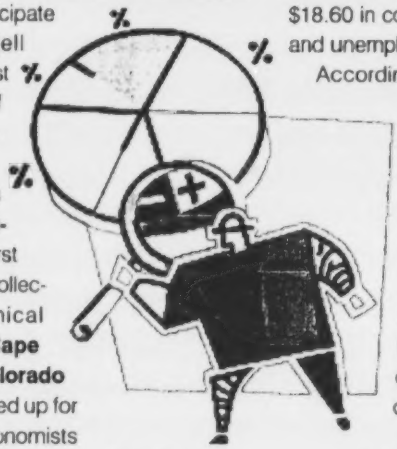
The Maricopa Community College District is composed of 10 colleges, several satellite campuses, centers and institutes and serves over 264,000 students per year.

Brenda Watkins, acting dean of student life at Howard, said student reaction there was "very positive." The visit exposed the students to "career opportunities at locations they might not have considered," Watkins said. The "very diverse and personable" staff from Maricopa "was also a plus."

More Colleges Sign Up for ACCT Economic Studies

More community colleges have signed up to use the economic impact model initiated by ACCT last year. The model measures the economic value that education at a community college delivers to its region.

The study was just completed for **Contra Costa College**, the first college in California to participate in the study, according to Kjell Christophersen, the lead economist on the studies and principal of CCBenefits Inc., a company created in cooperation with ACCT.



The first draft of a report has been sent to **Housatonic Community College** in Connecticut, the first participant in that state, and data collection is underway for 16 technical colleges in Wisconsin. **Atlantic Cape Community College** (NJ) and **Colorado Mountain College** have also signed up for the economic studies. And the economists are currently in negotiations with the community college organization of another Midwest state.

"We've updated the databases" to reflect the most recent regional economic statistics from the U.S. Department of Commerce, said Christophersen. In addition to the summary report and detailed economic analysis, CCBenefits has also prepared a ready-made Power Point presentation that college leaders can use in presenting the data to local elected officials and community leaders.

The studies continue to win praise from the colleges and the elected officials who fund them. In March, the Washington State Senate passed a resolution commending the study done at **Walla Walla Community College**, one of two Washington schools where the studies were first conducted. "The study found that that 8.4 percent of the total earnings in the regional economy was attributable to Walla Walla Community College operations and past-student productivity," said the resolution. "The study found that taxpayers in the region save $18.60 in costs associated with crime, medical care, welfare and unemployment for every $1 spent on education."

According to more than 20 case studies already done, benefit/cost ratios for the taxpayer range from 3.8 to 26.2; a ratio equal to or greater than one is all that is required for an attractive return.

In a report from **Butler County Community College** of Pennsylvania, one of 12 colleges in the state that jointly contracted for the studies, college officials said: "Although we all 'know' that the college makes a positive impact on its community, this study allows us to provide quantifiable evidence of this impact to stakeholders and contributors."

Now that the initial development costs have been covered, the price for a study at an individual college is $6,000 and for a state group, it is $5,000 per college, which includes individual reports and an aggregate analysis for the state as a whole.

"Institutions are finding the model of value," said ACCT President Ray Taylor, who led the development of the model. "The colleges are finding out for themselves and for the public what the true value of the investment in the community college is."

Ohio Association, ACCT Collaborate on Trustee Education

The Ohio Association of Community Colleges has voted to develop a comprehensive educational component to serve the trustees of its 23 member colleges.

Based on the recommendation of the OACC Education Committee, the association contracted with the Association of Community College Trustees and a Michigan consulting firm, Leading Edge Mentoring, to collaborate in developing a package of courses and training for trustees.

This initiative is expected to include a formative evaluation to develop a comprehensive curriculum; alternative delivery methods to the trustees, including electronic and print media, face-to-face workshops and conferences; and interactive models to enhance learning.

ACCT President Ray Taylor said the association is a natural partner to develop this comprehensive statewide trustee education to complement Ohio's successful advocacy program. "ACCT's accumulated wisdom of the common problems and issues for trustees, as well as strategies and techniques for dealing with them is a valuable resource to any state affiliate," Taylor said.

ACCT will staff the Ohio endeavor with an educator who is working on several other ACCT trustee education projects, Susan S. Stratton. She operates Leading Edge Mentoring, a consulting firm dedicated to managing and monitoring accountability in leadership, governance and management.

Stratton is a Certified Association Executive, an Associate in Risk Management, has earned a Master's Degree in Education with a specialty in Individualized Instruction, and is a graduate of the Carver Leadership Academy in the study of Policy Governance®. Her current consulting practice includes designing professional curricula for nonprofit management and public boards, designing and facilitating on-line course work, Policy Governance® implementation workshops, strategic planning facilitation, and elected leader retreats.

Nationwide Study Examines Faculty Recognition Programs

The first nationwide study of programs to recognize outstanding teaching at community colleges found that 55 percent of the 633 institutions that responded to the survey had some kind of program in place.

The study was conducted by John Erwin, president of Illinois Central College in Peoria, and Hans Andrews, president of Olney Central College, IL.

"Faculty recognition is a strong motivator for faculty members in our community colleges," the authors say. "It was most discouraging to see that only 19 percent do anything to recognize their part-time faculty. The part-time faculty greatly outnumbers the full-time faculty in most institutions. They also bring many special talents and backgrounds to their classrooms.

"One of the outstanding responses received was that 89 percent of the administrators reporting [said] that their programs were both successful and accepted by their faculty. It is most important that faculty see value in the recognition program. It is one way to meet special needs of faculty who need to know that the administration and boards of trustees know they are doing outstanding work in the colleges," Erwin and Andrews say in their summary.

"Monetary awards and plaques along with special recognition ceremonies highlighted the type of recognition offered in the majority of colleges reporting. The amounts of money ranged from $500 to $5,000 and are, for the most part, one-time awards rather than funds added to base pay of faculty."

Based on their study, the authors conclude: "There is much work to be done in the area of letting our outstanding faculty, both full-time and part-time, know they are appreciated."

For more information about the study, contact Hans Andrews at 618-395-7777 or andrewsh@iecc.cc.il.us

Chicago Colleges Earn Kudos from Tribune

The board chairman and chancellor of the Chicago City Colleges picked up some unexpected praise from the *Chicago Tribune's* editorial page June 10.

Headlined "Fresh ideas at City Colleges," the newspaper said: "Coming from the world of business as chairman and chief executive officer of Mesirow Financial of Chicago, it probably took Chicago City Colleges chairman James Tyree about two minutes in the new position to realize what a bloated mess he had on his hands.

"Waste and inefficiency. No monthly financial reports to keep tabs on how much is being spent and where. Late paychecks and delayed employee tax statements."

The paper went on: "Other public educational institutions have outsourced functions such as building maintenance, security and food service. Tyree took it a step further by replacing his finance department with a private manager at a cost of $1.75 million a year, laying off 63 people in the process. Information technology and maintenance operations may be next in line for privatization.

"Tyree won't rule out the idea of outsourcing other departments that come closer to actual instruction, from librarians to psychological counselors. 'We're looking at everything,' he says. Good. That's exactly what he ought to do.

"He and Chancellor Wayne Watson should be applauded for taking a careful look at every corner of the $284 million system. Their moves have been sound, and hardly revolutionary."

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Chicago Tribune

EDITORIALS

Fresh ideas at City Colleges

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He and Chancellor Wayne Watson should be applauded for taking a careful look at every corner of the $284 million system. Their moves have been sound, and hardly revolutionary.

The question is, why? The answer may be, because the status quo has been a nice, warm, cozy place for the college staff.

Community colleges have changed incredibly in the last 30 years—because they've had to. Once places for high school graduates who did not go into the university of their choice or for drop-outs or adults interested in continuing their education, today they have expanded into research for new immigrants taking English as a Second Language class, for welfare-to-work folks seeking skills training and for other workers looking to change jobs.

They have to be nimble, and it's fair to say that in the past, the City Colleges of Chicago have not been so nimble.

They can be smarter, exciting places for learning. At City Colleges, not only may a student take a Greek Drama course in the English Department, he may learn how to prepare culinary delights for honest heroes, repair auto bodies, check up Web pages, or create fancy pastries.

The new leaders of City Colleges should look at all their options, including privatization. Educational institutions are different animals from profit-seeking entities; the track record of large firms hired to run public elementary schools has been mixed. But sound business practices are a benefit to education, not a threat.

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Highlights of the Centennial Regional Conference

Trustees

In mid-June, about a thousand trustees, presidents, public officials and corporate representatives came to Chicago for ACCT's combined regional conference to celebrate the 100th anniversary of the founding of the nation's first community college in Joliet, IL. It was a homecoming as well for the Association of Community College Trustees, which held its first annual convention at the same Palmer House hotel in October 1970. This year's conference honored trustee leaders, chief executive officers and faculty members from all five regions. Trustees also heard from distinguished speakers and attended professional development workshops and round-table discussions.

Pacific Region Awards: Far right, James Sherrill, Trustee Leadership, Centralia College, WA; third from right, Leon Baradat, professor of political science, MiraCosta College, CA.

Southern Region Chief Executive Officer Award: center, holding plaque, Clyde Muse, president, Hinds Community College District, MS, with members of his board and ACCT Chair Darrell Shumway, far left.

Northeast Region Awards: Third from left, Robert M. Lawrence, Trustee Leadership, Wor-Wic Community College, MD; fourth from left, Carrie Myers, professor of English, Lehigh Community College, PA.

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Margaret B. Lee, president and professor of English at Oakton Community College, IL., addresses the general session luncheon, Saturday, June 16.

Celebrate years of Community Colleges

Western Region Awards: fourth from right, Elmer Beckendorf, Trustee Leadership, North Harris Montgomery Community College District, TX; second from right, Carol Nicklaus, professor of humanities and philosophy, Amarillo College, TX.

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Hosts for the conference: from left, ACCT President Ray Taylor; Wayne D. Watson, chancellor, City Colleges of Chicago; Linden A. Warfel, president of the Illinois Community College Trustees Association; James C. Tyree, chairman of the board, City Colleges of Chicago; and Gary Davis, executive director, ICCTA.

Ingrid Saunders Jones, chairperson of The Coca-Cola Foundation and senior vice president, The Coca-Cola Company, addresses the general session luncheon on Friday, June 15.

Central Region CEO Award: center, Norm Nielsen, president of Kirkwood Community College, IA, with members of his family.

Trustee Leadership and CEO Awards also went to the following:

John S. Albin, former trustee, Parkland College, IL, (Central Region)

Thomas W. Moore Jr., trustee, Polk Community College, FL, (Southern Region)

Dean VanTrease, president & CEO, Tulsa Community College, OK, (Western Region)

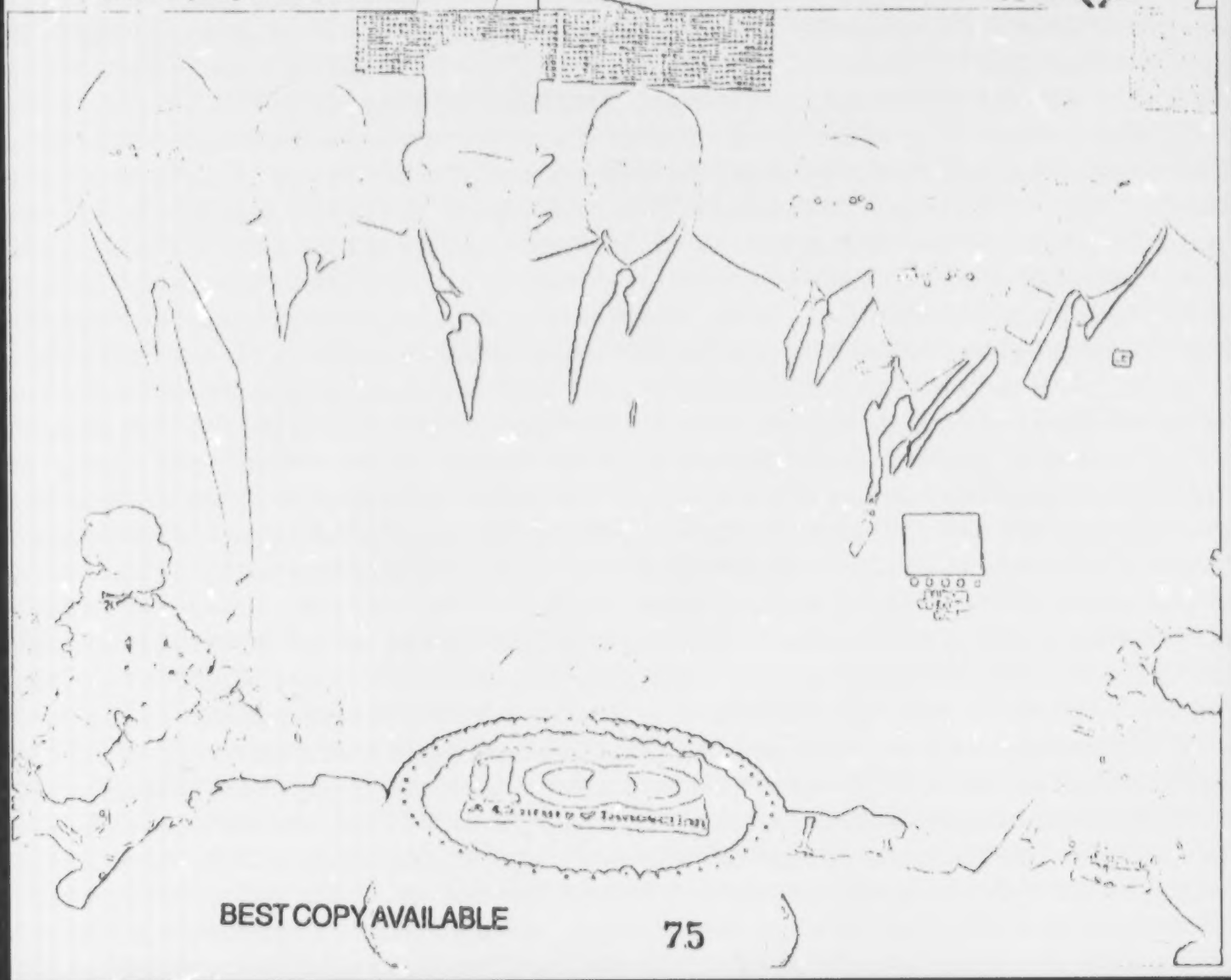
Orlando J. George Jr., president, Delaware Technical & Community College (Northeast Region)

John Keyser, president, Clackamas Community College, OR, (Pacific Region)

Additional faculty member awardees will be pictured in the next issue.

A student panel from Phi Theta Kappa, the International Honor Society for the Two-Year College, included, from left Andrew Cosgreave, Broward Community College, FL; Golda Gacutan, Skyline College, CA; and Cassius Johnson, Lyndon B. Johnson School of Public Affairs, University of Texas, Austin.

Illinois officials and an Abe Lincoln stand-in cut a centennial birthday cake. From left: President Chuck Guengerich, Wright College; James Tyree, Chicago City Colleges board chair; Lincoln (aka Frank Pettice); James Lumber, College of Lake County 30-Year trustee; Linden Warfel, Parkland College trustee and president of the Illinois Community College Trustees Association; Chris Ringhausen, Lewis and Clark Community College 30-Year trustee; Gary Davis, Illinois Community College Trustees Association director



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Policy Challenges Confront Community College Boards

By J. Noah Brown
ACCT Director of Public Policy

Trustees, like anyone else, don't like surprises. They understandably like to know where they are going before they set off on any new adventure. But to paraphrase, "if you don't know where you're headed, any road will take you there." In trying to make sense of the future and the major challenges that lay ahead for community college trustees, it's useful to highlight policy challenges confronting community colleges in the new millennium.

Accountability For What and To Whom?

An era of tightening fiscal resources has spawned an increased emphasis on accountability and performance-based funding, raising the stakes on how trustees approach the issue of ensuring that community colleges are held accountable in ways appropriate to their mission and governance structure. Most states rely heavily on outputs or outcomes that simply are not reflective of the mission of the majority of community colleges.

Community college leaders, especially governing boards, need to be actively engaged in the design and implementation of performance standards and accountability measures if the goal is to assure that such standards and measures reflect the community college mission.

It may be desirable to separate two- and four-year institutions in order to recognize their important, albeit different, missions. Lumping the two sectors together through relatively common accountability measures may result in the unintended consequence of misinforming students and the public about overall institutional mission and quality.

Community college leaders, especially governing boards, need to be actively engaged in the design and implementation of performance standards and accountability measures if the goal is to assure that such standards and measures reflect the community college mission.

Tax Credits and Deductions Don't Help Neediest Students

When Congress created the Hope Scholarship and Lifetime Learning tuition tax credits in 1997, it shifted federal student aid policy from low-income to middle- and upper-income taxpayers. Targeted deductions and credits to middle- and upper-income families were recently expanded as part of the $1.35 trillion tax cut signed by President Bush.

Tax credits can provide a useful supplement to the existing need-based federal student aid programs. But the Hope Scholarship and Lifetime Learning tax credits enacted in 1997 are of significantly less value to needy community college students. This is because the definition of "qualified educational expenses" is limited essentially to tuition and fees. Nowhere is the perverse effect of a limited definition more keenly felt than in California, where the estimated average Hope Scholarship Tax Credit is $144 per year. The estimated cost of attendance nationally for full-time community college students runs somewhere around $8,000.

The interplay between the tuition tax credits and federal student financial aid, such as Pell Grants, adds another complicating factor for community college students. If a student receives a Pell Grant, which is awarded to the neediest students, that amount is deducted from their Hope Scholarship eligibility amount; in effect the student is "punished" as a grant-aid recipient. Furthermore, because the tuition tax credits are not refundable, only students with the ability to pay up-front for tuition and fees benefit from a credit that is claimed at the end of the tax year.

CEO Retirement and Recruitment Strategies Signal Leadership Vacuum

The aging of community college presidents and increasing recruitment from among current presidents suggests major leadership challenges in the next 10 years. This raises the question of how trustees should approach the changing

nature of the community college presidency to ensure that their institutions continue to enjoy the highest caliber of leadership.

In 1986, the median age of presidents was 51; in 1998, the median age had climbed to nearly 57. The vast majority of community college presidents (80 percent) are now over 50 years old. Almost 28 percent of the recently hired community college presidents left another presidency to assume their new position, suggesting that a significant percentage of community college presidents are "retiring" from one institution in order to lead another.

These data suggest that trustees should expect to see a significant shift in the leadership ranks of community colleges over the next decade and beyond. Community college trustees will need to prepare for these shifts and the inevitable leadership vacuum that will result. Additionally, the changing nature of the college presidency, coupled with demographic shifts, suggest that boards will need to diversify their CEO search process and to cast their nets more broadly, both within the academy and from among other sectors.

Demographics Drive Politics and Support for Education

Demographic shifts alone will continue to put pressure on spending for public education, including postsecondary education at both the federal and state levels at a time when the Baby Boom Echo will create another enrollment boom. An increase in the number of retirees and those on fixed incomes will affect the political dynamics and decision-making surrounding public expenditures on education. Specifically, waning support for property taxes, bond issues and millage increases could threaten support for public education and particularly community colleges.

Declining fertility coupled with declining ratio of working taxpayers to Social Security recipients will put pressure on state and local revenue and spending policies. The current ratio of workers to retirees is 4:1; when the millennials (those born in this century) join the workforce and the baby boomers are all retired, the ratio will decline to 2:1.

While per capita income has generally risen since the 1930s, postsecondary education has not benefited. There, public spending as a percentage of per capita income reached a high water mark in the 1970s, but has declined ever since, to under 21 percent, contrasted with 24 percent for elementary and secondary public education.

If the nation were able to maintain its current economic growth, the increasing number of retirees would require a more than doubling of the nation's productivity rates. This is not likely to happen even under the most optimistic of economic forecasts. This affects not just spending for the elderly and the young, but all federal spending areas not "protected" as mandatory or entitlements. Most federal programs important to community colleges are on the discretionary spending side and are "unprotected" and highly vulnerable to across-the-board freezes or real spending cuts.

PreK-12 Teacher Shortages Really Matter

The nation faces severe shortages of both qualified early childhood development teachers and K-12 teachers, leading many policymakers to ask how community colleges might increase their efforts to address the supply-and-demand equation for qualified pre-elementary, elementary, and secondary teachers.

According to information compiled by the U.S. Department of Education, the nation will need 2.2 million new classroom teachers over the next decade. The National Center for Early Development and Learning estimates that of the nation's reported 1.3 million preschool teachers and childcare workers, between 25 and 50 percent will leave their jobs within their first year. These data suggest that the nation faces a profound imbalance in the supply and demand of qualified early childhood development educators and K-12 teachers. This has severe implications for whether children are able to read at grade level and are academically prepared to succeed in school. New strategies are needed to address current and projected shortages, including alternative teacher certification.

Most federal programs important to community colleges are on the discretionary spending side and are "unprotected" and highly vulnerable to across-the-board freezes or real spending cuts.

The nation's community colleges have strong interests in ensuring that young people develop their educational potential and are equipped to succeed in college and in life. These colleges are community focused, and touch virtually every sector within our nation's social and economic fabric.

Community colleges already play pivotal roles in the preparation of early childhood educators and K-12 teachers. More than half of all early-childhood-education degree and certificate programs are administered by community colleges. Additionally, half of teachers who graduate with a teaching credential begin their preparation through a community college.

Community college trustees are perfectly positioned to enlist and engage community stakeholders who share the new national imperative of ensuring that every child is ready to learn. ■

Smith, Piland and Boggs Survey Finds:

Appointed, Elected Trustees More Similar Than Different

By Len Lazarick

The debate has gone on for decades about which kind of trustee is better for a community college board: an appointed one or an elected one?

A new survey of more than 1,900 trustees from around the nation gives the plain answer from some members of both groups: we are!

"Each group was more likely to think its own group provided better leadership for the college," said the just-released report on the survey by Cindra Smith, Bill Piland and George Boggs.

But actually what the survey sponsored by the Association of Community College Trustees found was that an even larger percentage of the appointed trustees (58%) and the elected trustees (49%) "do not believe that the quality of the leadership depends on whether the board is appointed or elected."

The survey also found a great deal of similarity between the backgrounds, attitudes, motivations, accountability and even the political activity of community college trustees, whether they were appointed or elected. "The significant differences that do appear are a matter of degree, rather than being opposite characteristics or opinions," the study said.

"The results of the survey paint a healthy picture for trustee governance of America's community colleges," conclude the authors. "Trustees, whether appointed or elected, Republican or Democrat, are strongly motivated by the opportunity to provide service to their communities and the colleges and to improve programs for students. They have track records of prior community leadership. And they feel most accountable to the citizens of the college region and to current students at the colleges."

Smith, an ACCT consultant, is director of education services for the Community College League of California. Piland is professor of postsecondary education at San Diego State University. Boggs is president of the American Association of Community Colleges.

The survey was undertaken, the

Trustees Divided Over Educators on Boards

About a quarter of the community college trustees in the nation have backgrounds as professional educators.

Some of the strongest differences of opinion revealed by the new ACCT survey of 1,900 trustees were in responses to questions about the service of former college employees on boards and the practice of employees of one community college serving on the board of another community college. The respondents appeared divided about whether former employees of a college should serve as trustees of that institution.

On one hand, educators are certainly aware of the needs and issues in education, the survey report notes. On the other hand, they may be too close to the issues and not reflect other important economic, business, and social needs in the community.

In the survey, 32% of appointed trustees and 41% of elected trustees supported or strongly supported the practice of former college employees serving on their college boards. But 30% of appointed trustees and 31% of elected trustees opposed or strongly opposed the practice.

There was less support for the practice of employees of one community college serving on another community college board: 14% of appointed trustees and 22% of elected trustees supported or strongly supported this practice, while 62% of appointed trustees and 51% of elected trustees opposed or strongly opposed it.

Based on the study, authors Cindra Smith, Bill Piland and George Boggs conclude: "Trustees who are former employees of a college and those who serve as employees of another community college need to remember their governance role as policy makers. Because of their knowledge of the operational aspects of a community college, there may be a temptation to become too involved in administrative decisions and processes. These roles are best left to the college administration and to the internal college governance processes."

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To Whom or What are Trustees Accountable

(The numbers represented the percentage or those that indicated somewhat accountable (S) and very accountable (V))

Entity	Appointed		Elected	
Current students	S 11.8	V 85.3	S 5.5	V 94.3
Citizens of the college's region	S 17.7	V 79.1	S 8.1	V 90.5
Electorate	Not applicable		S 12.1	V 86.6
Future students	S 19.7	V 76.4	S 18.3	V 81.1
Other members of the board	S 20.1	V 75.3	S 24.0	V 72.7
College employees	S 24.5	V 69.7	S 25.1	V 73.2
Citizens of the state	S 30.8	V 57.0	S 43.0	V 44.3
Businesses and other employers	S 42.7	V 46.2	S 43.0	V 51.6
Appointing authority	S 45.5	V 37.8	Not applicable	
Regional and local governments	S 50.0	V 36.0	S 54.8	V 27.5
Those who supported the appointment	S 46.9	V 27.3	Not applicable	
State government	S 43.7	V 25.0	S 49.3	V 27.9
Transfer colleges and universities	S 51.2	V 21.7	S 57.6	V 28.0
Federal government	S 27.4	V [illegible].4	S 44.2	V 11.3
Those who funded campaigns	Not applicable		S 24.6	V 6.4

authors explain, because "in recent decades, political pressures on colleges appear to have become stronger. Legislatures in many states have increased their expectations. Political, ethnic, and religious groups in many communities have become more vocal. Businesses, in order to remain competitive, have increased demands for training and assistance. Trustees find themselves in the position of needing to respond to a wider variety of influences."

"Given [these] issues and concerns, we decided to investigate the political aspects of community college trusteeship," said the authors.

ACCT mailed 3,277 surveys to appointed trustees, and 1,949 went to elected trustees. Overall, 36.5% of the surveys were returned, a nearly identical rate from each group.

Here are some of the more significant findings:

Demographics: Both appointed and elected trustees are two-thirds male,

Reasons for being Appointed or Elected

(Percent that checked the reason).

Reason	Appointed	Elected
Prior leadership in community	79.9	78.1
Experience in business	51.9	39.6
Recommendations from people with connections to appointing authority	51.1	Not applicable
Experience in education	47.0	48.5
Prior relationship with appointing authority	34.7	Not applicable
Recommendations from other board members and college personnel	31.1	Not applicable
More exposure than other candidates	Not applicable	32.4
Weak or no opposition	Not applicable	30.2
Extensive campaign	Not applicable	16.8
Active in political party	23.2	9.5
Made contributions to the party or campaign of the appointing authority	5.3	Not applicable
Financial support from organized groups	Not applicable	3.5

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two-thirds are over 55 years of age, and describe themselves as politically moderate (39% and 38%). Elected trustees have more years on the board and are more likely to be Republican (52%). Appointed trustees are somewhat more likely to be Democrats (47%), but in spite of that they are slightly more conservative in their political leanings.

Motivation: The most important reasons that motivated both appointed and elected trustees to seek appointment or election were to: 1) serve the community, 2) serve the college, and 3) improve programs for students. Other motives were generally not important, including experiencing political office, gaining visibility and preparing for other political offices.

Seeking the position: *Appointed Trustees:* The appointing process for trustees varies greatly from state to state. However, even in states where the appointing authority is at the state government level, it is often important to have support of local officials to be appointed. Only about one in 10 trustees reported that being appointed to the board was a very competitive process; two-thirds reported that their candidacy for appointment was not endorsed by any group.

Elected Trustees: Most elected trustees (77%) reported that they were not approached by representatives from political parties or interest groups to run for a board seat and most (74%) indicated there was no political party involvement in their candidacy. The level of opposition in the trustees' races was identified as "none" or "weak" by slightly over half of the elected trustees. Just over half of the elected trustees used only their own funds for their election campaigns.

Both appointed and elected trustees relied on their reputation as community leaders to achieve their position, followed by their experience. Appointed trustees are somewhat more likely to rely on or require support from key people who may influence the appointing process, including party politicians. Elected trustees rely on the electoral process, but for the most part do not campaign extensively.

Accountability: Large majorities of both appointed and elected trustees felt they were very accountable to current students, the citizens of the college's region, future students, other members of the board and college employees. Overall, elected trustees indicated higher degrees of accountability to more groups. Both appointed and elected trustees identified the same two groups when asked to indicate to whom or what they were *most* accountable: citizens of the college region, 33% (appointed) and 38% (elected); and current students, 23% (appointed); 25% (elected). ■

For a full copy of the 9,500-word survey report, contact Terri Perry at ACCT, tperry@acct.org or 202-747-4667.

The Politics of Trusteeship

Which kind of trustee is more political and more influenced by politics?

Those questions divide appointed and elected trustees almost down the middle, according to the new survey sponsored by ACCT that overall showed more similarities than differences among trustees.

Two out of five trustees (40%) thought that appointed and elected trustees are equally responsive to political pressure. However, 10% of appointed and 35% of elected trustees thought appointed trustees are more responsive to political pressure; 43% of appointed trustees and 19% of elected trustees thought elected trustees are more responsive to political pressure. Each group was more likely to think those in the other group were more responsive to political pressure than themselves.

Appointed and elected trustees are also divided when asked if being a community college trustee is a political position. One-sixth (17%) of appointed trustees thought the position was often or very political, but 41% of elected trustees think it is. Nearly half (47%) of appointed trustees think the position is not or slightly political, an opinion shared by only 15% of elected trustees.

"Perhaps it is the process of running for election that influences elected trustees to see it as a more political position," survey authors Cindra Smith, Bill Piland and George Boggs surmise. "Even though appointed trustees often rely on political influence in obtaining the position, the political activity isn't as visible—therefore they may not see themselves as politicians."

But the trustees are united on the importance of political involvement. Almost 90% of appointed trustees and 84% of elected trustees thought it somewhat to very important that trustees are involved in the local political scene. Over 87% of appointed trustees and 86% of elected members thought it important to be involved in the state political scene. More than half of the appointed trustees (51%) and three fifths (59%) of the elected ones thought it important to be involved on the federal level.

Both appointed and elected trustees communicate most often with local officials and politicians. Trustees also influence local, state and national policy through their political activity. The comparative level of activity between the two groups is nearly identical; however, overall, appointed trustees are slightly more active in politics and elections and had prior experience seeking or serving in another office.

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Escaping the Dangers and Difficulties of the Board's Routine

By Susan S. Stratton

Do your board members see each other in only one or two dimensions?

Does the board's agenda get in the way of the board focusing on fully understanding the impact of any one decision?

Is there little or no time for the board to deliberate about what really is important?

Would a more effective board emerge if your board spent concentrated time developing group process skills, such as listening to each other?

If you answered "yes" or "probably" to any of these questions, maybe it's time to think about holding a board retreat.

One definition of a retreat is "the act of absenting oneself temporarily from the dangers or difficulties of life." Group process, which is the task of the board, requires skills rarely understood by board members.

The required public process electrifies one's vulnerability in this "unknown" group process. This misunderstood environment usually results in a natural human response: treating the board's process, the people, and the issues with a specific predetermined behavior or regard. This in turn creates significant barriers to effective communication. Unless the board chairman is skilled at mixing up the energy levels around the board table throughout the meeting, the energy of the board has a high potential to become stagnant or entrenched in this "foreign" environment.

Meeting in a retreat setting allows the possibility of governance that values the three-dimensional nature of the members. Getting to know each other as 3-D people, rather than labels or roles—the rookie, for instance, or the devil's advocate—creates a different energy among the board. Challenging the entire board to see issues from different perspectives and uncover assumptions that drive decisions creates a three-dimensional board.

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Understanding the fabric and resiliency of each other around the table creates the possibility of a board process based on mutual respect and trust. For many boards, developing trust around the board table takes time, intention and design. Scheduling and attending a retreat demonstrate the intention to build relationships and set aside the time. But the design is not so easily determined.

Another definition of retreat is "a period during which a person or group of persons withdraws from worldly activities for spiritual recollection under instruction and discipline." A board retreat should tap into the spirit of the board as a cohesive group, yet without the threat of losing individuality. The spirit of the board is based in an understanding of the board as an inclusive whole and how the whole is contained in each of the parts.

Exploring the board as an interdependent system allows the possibility of broadening the impact and effectiveness of the board. "Under instruction and discipline" demands that a skilled outside facilitator be the "retreat master" to bring a different perspective and energy to the group. The retreat facilitator should be able to orchestrate the practice of effective group process.

A board retreat might focus on a specific issue that is before the board. For example, "how do we determine the future educational needs of our community?" or "do we build the new technology center?"

(Continued on page 32)

THE LEADERSHIP CHALLENGE

WHAT TRUSTEES NEED TO KNOW ABOUT

African-American Women Leaders

By Stanley B. Vilz

Stanley B. Vilz

Is there a pathway to the community college presidency used by African-American women?

A 1998 study of 14 African-American women who were top administrators in California community colleges produced some generalizations about the leadership preparation and abilities of African-American women and the lessons they have learned.

The purpose of the project was to identify what experiences were peculiar to the relatively small number of African-American women who have ascended to the chief executive office in California community colleges. Present and former African-American women CEOs were interviewed about their family histories, educational preparation and career experiences.

Generally, the procedure for appointment of the president or chancellor in the colleges is through a committee interview and recommendation to the Board of Trustees for final selection. The committee is usually a cross section of campus personnel, along with some student and community representatives. Occasionally, a board member may also participate in this process.

When a board decides to conduct a nationwide search, a professional search team or consultant may help the college decide how to create the announcement to ensure that the appropriate level of candidate will apply. Once the committee screens the applicants and provides a final list of candidates to the Board of Trustees, there is no guarantee that the committee's choice will be the final selection of the board. It then becomes a political decision and often takes on a personal tone as the board members decide whether or not they can work effectively with the final candidate.

The most qualified candidate may not always be the one who receives the majority of the votes. This process can be particularly daunting for the African-American female leader.

Some key issues specific to the career mobility of African-American women have been discussed for several years. For example, over the past 13 years, the Black

The first Black Women's Leadership Conference in 1989 at Compton Community College, CA, is addressed by Patricia Siever, then a member of California's statewide Academic Senate and now vice president of the California Community Colleges Board of Governors.

Women's Leadership Conference (BWLC) has identified the most compelling obstacles to becoming a CEO: professional isolation, lack of role models, and lack of professional development opportunities that address the specific needs of African-American women. The BWLC focuses on helping African-American women to recognize subtle forms of prejudice that are manifested most often in white society's disdain for the language patterns of African-Americans, differences in fashion and personal grooming preferences, and attitudes toward the perceived aggressiveness of African-American women.

Affronts experienced by African-American women over time often lead to disgruntlement and forms of passive resistance that further alienate African-American women leaders from those in control of the positions they desire. Professional development activities can directly address these issues and provide coping mechanisms for career aspirants and training for board members.

Affronts experienced by African-American women over time often lead to disgruntlement and forms of passive resistance that further alienate African-American women leaders from those in control of the positions they desire.

The personal accounts of the women in the study suggested lessons for trustees regarding obstacles to career mobility for African-American women.

Del Anderson was chancellor of San Francisco City College (1995–98), president of San Jose City College (1991–95), and retired after a very successful career as the CEO of the largest college in California. Anderson ascended to the presidency through student services, did not pursue a doctoral degree and was very shy. She felt that presidents need to be authentic people.

"Authenticity involves people being just who they are," Anderson said. "They need to march to their own drum and pay attention to their own clock." Anderson changed institutions every five years and spoke up when she felt board members showed lack of respect for her opinions. Board members of differing cultures might consider this arrogant, but in the African-American community, her attitude and behavior are survival techniques.

Rena Bancroft was a high school principal and assistant superintendent in the Sequoia High School District, and became president of City College of San Francisco City Centers (1985–90) without holding any other college position. She had no preparation for college politics, nor did she like it. Bancroft believed leadership skills are transferable, "but the challenge is dealing with men and women who resent female leadership." Board members may represent communities that have these same negative views and unfounded concerns about female leadership.

Constance Carroll, one of the most successful African-American women presidents in California, is small in physical stature but has had a great impact on the careers of women of all cultures and in community colleges all across the nation. Carroll was educated in the classics and is a proponent of the instructional pathway to the presidency. Currently president at San Diego Mesa since 1993, she has also served as CEO at Saddleback College (1983–93) and Indian Valley College (1977–83). Carroll prefers to work daily from 8 a.m. to 8 p.m. rather than on weekends, which are consumed by church and other community service activities. For several of the African-American women leaders in this study, spirituality is a strong force in their lives, and religious activities often have primacy.

Christine Johnson McPhail became president of Cypress College at a time when the college culture had fallen behind the community demographics. She was not sure if they were ready for an African-American woman president, but she thought, "with 15 cents and a hope and a prayer, I may be able to get through this." This risk-taking attitude was based upon a strong spiritual life that teaches: "Be careful for nothing and all things work together for good."

Constance Carroll is president of San Diego Mesa College and has served as president at two other California community colleges.

The cultural and spiritual training that African-American families have provided is often the basis for how these leaders make decisions, how they use interpersonal skills and how they groom themselves. These behaviors differ from those of the majority population in many ways and may be viewed as peculiar to some.

Board members should consider these differences as positive and be cautious in allowing screening committees to discount persons who approach problems and tasks from nontraditional perspectives. The training that BWLC offers addresses these issues and can be of assistance in preparing board members and college personnel for the interactions they engage in with African-American leaders. ■

Stanley B. Viltz, Ed.D., is co-founder of the Black Women's Leadership Conference and vice president for special projects at Compton Community College.

ACCT Board Leadership Service Announces SUCCESSFUL CEO SEARCHES

Jerry Moskus, President, Metropolitan Community College, NE
Former President, Lane Community College, OR

Board Chair Ron Hug comments: "In light of the increasing competition for qualified presidents, Metro was very fortunate to have attracted so many qualified candidates. Jerry Moskus, in my eyes, was truly the best fit for Metro. Jerry's background and experience are far greater than I had hoped for. He is a world class president and everyone at the college looks forward to working with him."

Jane M. Harmon, President, Cerritos College, CA
Former President, Adirondack Community College, NY

Board Chair Cheryl A. Epple comments: "Dr. Jane Harmon comes to the Cerritos College presidency after a lengthy and thorough national search. The Board of Trustees believes that she has great potential and that she will continue the efforts that have brought the college so much success in so many areas in recent years. We all look forward to working with her both on campus and out in the community."

Bill Path, President, Northeast Community College, NE
Former Vice President, Academic and Student Affairs, Aims Community College, CO

Board Chair Larry Poessnecker comments: "With the appointment of Bill Path, Northeast CC has a clear direction for the future. Dr. Path is an ideal fit, both personally and professionally, for our college. The Board of Trustees, as well as the students, faculty, staff and administrators, look to the future with extreme enthusiasm."

Jesus "Jess" Carreon, President, Portland Community College, OR
Former Superintendent/President, Rio Hondo Community College District, CA

Board Chair Karen McKinney comments: "Dr. Carreon is a bright, experienced leader and strong communicator. He shows great sensitivity and compassion for others. Jess is a visionary leader who encourages change and creativity among his staff. The Portland Community College Board is confident that he will be a great president for the college."

Jeffrey R. Olson, President, North Arkansas College
Former President, Orangeburg Community College, SC

Board Chair James Sprott comments: "North Arkansas College is extremely pleased to have Jeffrey Olson as its new president—to build on the future that was created by retiring president Dr. Bill Baker. Jeff brings the right kind of experience and leadership qualities that we need to further the goals of our college. We cannot stop singing his praises. The board is unanimously excited to have him as our new president."

Jack J. Becherer, President, Wenatchee Valley College, WA
Former Vice President, Student Development/External Relations Moraine Valley Community College, IL

Board Chair Wendell George comments: "We are really pleased to have Dr. Becherer agree to come aboard and work for our college. We are confident we found the right person for this job and this community. Members of the Board of Trustees visited the Moraine Valley Community College near Chicago where he presently works, and interviewed many of his associates, including students. All confirmed our assessment that he would do an excellent job for us. We are very fortunate."

Bettsey Barhorst, President, Hawkeye Community College, IA
Former Vice President for Planning and Informational Services, Illinois Central College

Board Chair Mark Birdnow comments: "The Board of Trustees very much appreciates the style, energy and enthusiasm that Dr. Barhorst brings to Hawkeye Community College and is 100% committed to ensuring her success."

Dr. Robert Silverman, President, Mt. Hood Community College, OR
Former Interim President, Community College of Southern Nevada

Board Chair Stephen Meckel comments: "Dr Silverman was just the right fit for MHCC. We were looking for someone who had successfully worked in an organization as a leader, had positive contact with its community, and had strong, positive faculty relationships. With Dr. Silverman we got that and more—a person who wants to lead a growth-oriented institution. In his early months with us, he has already taken us in a good, positive direction as a college community."

ACCT also extends its congratulations to the following new chancellors, presidents, and provosts.

Jerry Weber, President, Kankakee Community College, IL

Christine Johnson, President, Community College of Denver, CO

Joe D. May, President, Community Colleges of Colorado

Christine J. Sobek, President, Waubonsee Community College, IL

Thomas A. Keegan, President, Peninsula College, WA

Ron Baugh, President, Central Kentucky Technical College

Jack Thomas, President, Bowling Green Technical College, KY

Gary M. Green, President, Forsyth Technical Community College, NC

Raymond M. Hawkins, President, Tomball College, TX

Daniel J. Phelan, President, Jackson Community College, MI

Malcolm Wilson, President, Blue River Community College, MO

David M. Matthews, President, Southwestern Michigan College

Floyd F. Amann, President, Corning Community College, NY

Marshall E. Bishop, President, Adirondack Community College, NY

Anne Weyandt, President, Anoka-Hennepin Technical College, MN

Conway Jeffress, President, Schoolcraft College, MI

Board Retreats

We are proud to announce that ACCT has facilitated the following board retreats. We thank these members for their trust and confidence in the ACCT Board Leadership Retreat Service.

Northwestern Michigan College
Timothy Nelson, President
Michael McManus, Board Chair

Colorado Mountain College
Cynthia Heelan, President
John Giardino, Board Chair

McHenry County College, IL
Daniel LaVista, President
Carol Larson, Board Chair

Cambria County Area Community College, PA
Kathleen Davis, President
Paulette Vandzura, Board Chair

William Rainey Harper Community College, IL
Robert Brueder, President
Richard Kolze, Board Chair

Campus Insecurity

Protecting College Data From Hackers and Viruses Is Crucial

By Laird Sloan

"Community College Student Steals Credit Card Data and Posts it on the Internet"

Do you wake up at night worrying that you will see this headline in your local newspaper? If you don't, you should!

Several security incidents have made those kinds of national headlines. Viruses abound—I Love You, photos of Anna Kournikova, Naked Wife—designed to entice you and then annoy you or worse. All these incidents suggest that you need to be asking about the protection your campus is giving to critical institutional and personal data stored in your computer system.

Why is this such a critical issue now, you ask, since you've never had any incidents of altered grades or stolen credit card data at your institution?

The answer is the Web. The Web has now given students access to the data files on which critical data is stored. Electronic transactions require that credit card information be stored on your campus, a situation that didn't exist when the student presented the credit card in person. Can you really be certain when your IT person assures you that the data is protected? Not necessarily!

A recent survey showed that 91 percent of information technology directors

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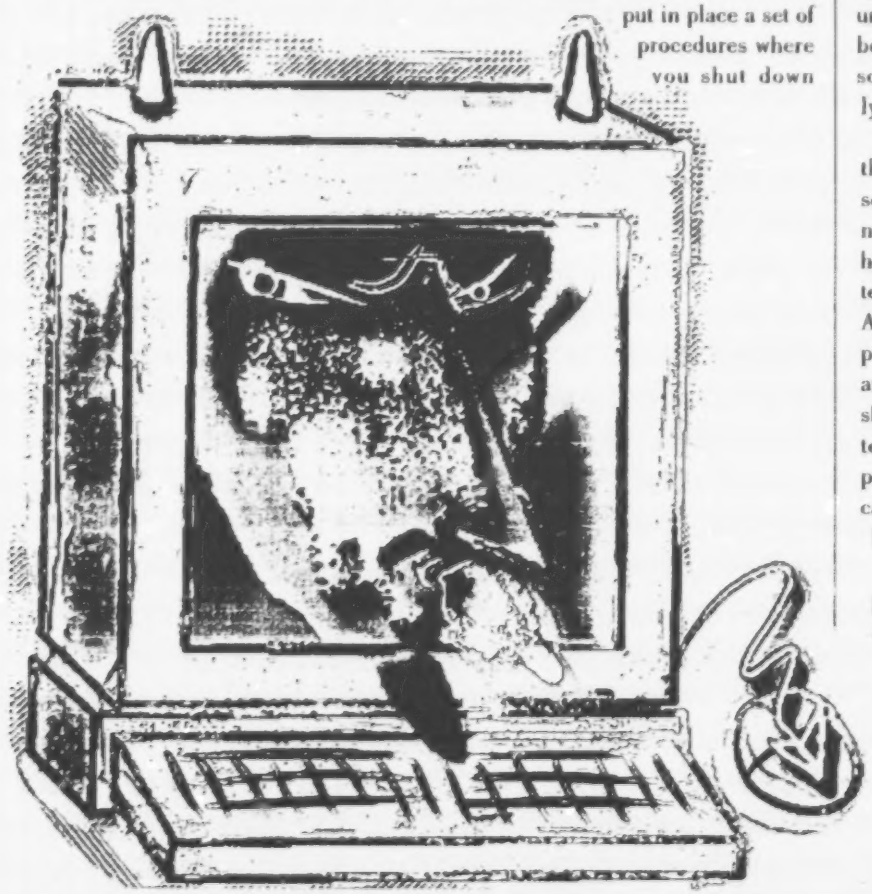
felt their data was adequately protected, but we know that the number of intrusions far exceeds the 9 percent that this would imply. Are educational institutions more vulnerable to security incidents than commercial enterprises? Regrettably, the answer is yes.

The combination of collegiality and penury leaves most educational sites open to a security attack. It is no accident that some of the most devastating worldwide security breaches have involved educational institutions, both as originators or duped intermediaries. This is the epitome of irony since the most significant advances in recent security protection have originated at higher education institutions, notably the Massachusetts Institute of Technology, Stanford University, and the University of California, Berkeley.

There are many types of security incidents that can occur but the three most likely are denial of service, virus, and hacking.

Denial of service is caused when someone sends thousands of messages to a Web site at the same time. This is analogous to a situation where hundreds of phone calls are dialed to your home phone simultaneously. An important call can't be sorted out from the crank calls.

The same is true for the Web. With modern computer technology, a lone individual can launch a denial of service against any target Web site. If this happens on your campus it paralyzes your ability to deliver Web services, including registering students, collecting fees, or communicating via e-mail. Unfortunately, protecting against this type of situation is extremely difficult. Even the largest and most sophisticated companies have little defense against a 'denial of service' attack. Your best defense is to put in place a set of procedures where you shut down your computer system in an orderly fashion until the threat has passed.



Virus: This is one of the most insidious forms of security breach: a small program invades a computer as an attachment to an e-mail or some other program. This virus can cause untold damage to the computer and any other computer to which it connects. Luckily there are companies that keep up with these viruses and produce anti-virus software. It is absolutely critical that virus protection is installed on your campus and updated regularly.

At Datatel we update our virus protection every day. Virus protection software that is updated less often misses the point. A virus can propagate itself around the world in a few hours and has usually spent its course within a week. An education program can help inform users what to look for and to not open e-mail attachments from senders unknown to them. Campus users should be encouraged to run scheduled virus scans to ferret out a virus that may be lying dormant on their computers.

Hacking is a security violation that has the potential to be the most serious of all. Most campus IT personnel recognize the threat of hackers and how they can penetrate a computer system to cause mischief, damage or theft. A hacker typically attacks your computer system using a methodical, highly automated set of procedures until he or she finds a way to penetrate your system. Once inside, the hacker has the potential to change grades, steal credit card information, or perform any number of illegal acts.

Hackers often take advantage of the predictability of security procedures. As a typical example, let's assume that your computer system is protected by computer security that is based on a user identification and password. To assign the user identification, the IT staff typically chooses some combination of your first name or initial and your

last name. In my case this would be "Hsloan." The password is usually assigned by a computer program and might be the month and day of your birth. Again, in my case this would be 1003. This combination would then be assigned to me at the time I enroll and I would be told to change my password soon after my arrival on campus to make it less predictable.

But most students don't bother to change the password, and the pattern is so obvious that anyone can hack into another student's account. Even more insidious, many systems have been hacked by trying "system" as the user identification and using a program that tries every possible numeric combination for the password. This often allows the intruder to penetrate to the very heart of the system where you have the privileges and rights to a wide variety of data and functions that should be restricted to very few on campus.

Your IT staff may reassure you that your institution is protected from outside hackers by firewalls, proxy servers and other security procedures that inhibit penetration by intruders. But the most likely intruder is on your campus. Statistics have shown that you are likely to have at least four times the financial damage to your system from an on-campus intruder as from some unknown outsider. Internal users have access to the user/password pattern, giving them a head start at cracking the security.

There is no foolproof way of detecting the presence of a savvy hacker. Most are caught because they end up revealing their crimes to others, often by leaving messages on the systems they have penetrated.

How can you protect the data on your college computer system without relying on the hacker's boasting? The following are the minimum steps you must insist on.

- Every institution should have a security plan that addresses the various forms of intrusion for every computer on campus. It should include the procedures to be taken in the case of denial of service, the frequency and type of virus scans, the methodology for assigning user identification and password. It may be difficult to convince certain personnel that security is not a violation of academic freedom, but many academics who have ignored it have found their life's work destroyed by a virus or hacker.
- Your institution should complete a security self-assessment to identify vulnerabilities. An example of a security self-assessment can be found on Visa U.S.A.'s Web site at http://www.visabrc.com/documents/self-assessment.pdf
- Every institution should conduct an annual security audit and hire an external, unbiased expert to perform it. The security auditor should produce a report detailing areas of vulnerability and suggestions for remediation. Any loophole can be exploited at warp speed and the damage done can be catastrophic.
- Your institution should produce a document that sets forth the responsibilities of students and faculty for protecting their data and the intellectual property of the college. Every student and faculty member should sign this document, and a public relations campaign should emphasize the importance of these responsibilities.

Is any help on the way to reduce the vulnerabilities of computer systems and, more specifically, the Web? Technology has long existed to encrypt data transmission to ensure its privacy. Mathematical advances have now made this technology practical for general use through a procedure called Public Key Infrastructure (PKI).

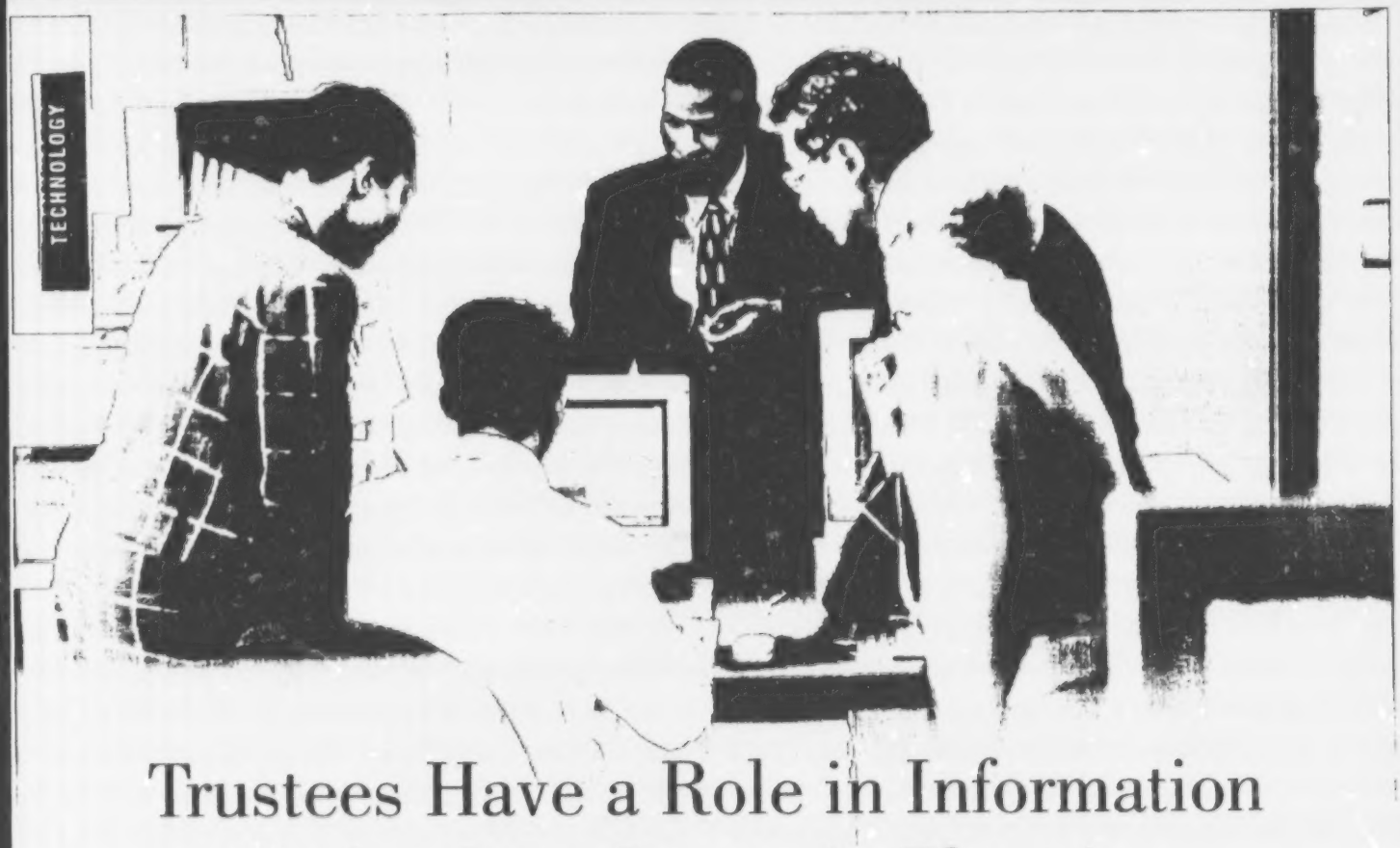
PKI allows a person to uniquely establish their identity and to send and receive messages that cannot be deciphered. This technology may already be in limited use on your campus in the form of a data transmission technique called Secure Sockets Layer (SSL). This technology is critical for protecting data such as credit card payments via the Web.

While PKI may not do much for denial of service attack, it can have great impact on preventing viruses and foiling hackers. It is the basis of digital signatures, which recent legislation has made equivalent to the traditional method of authenticating documents.

Protecting the security of on-campus data is dull, produces no discernable product and employs arcane technology. But it is absolutely essential. Only with secure transmission and unequivocal data privacy can the Web, the Internet, and wireless transmission achieve the goal of revolutionizing the way we do business. ■

It is no accident that some of the most devastating worldwide security breaches have involved educational institutions, both as originators or duped intermediaries.

Laird Sloan, Ph.D., is director of technology at Datatel, a valued member of ACCT's Corporate Council.



Trustees Have a Role in Information Technology Strategic Planning

By Jan Balzer

According to a recent report from Dun & Bradstreet, information technology spending at U.S. colleges and universities rose 13 percent this academic year to a total expenditure of $1.4 billion for both academic and administrative computing. The 2000 Campus Computing Project, conducted by Kenneth Green, also tells us that:

- 60 percent of all college courses use electronic mail.
- Nearly a third of all college courses have Web pages.
- More institutions than ever are offering services on their campus Web sites.
- 96 percent of all institutionally owned workstations are connected to a campus network.
- Among community colleges, a third of all courses use some type of computer classroom or lab.

The question about whether or not to invest in technology appears to have been answered by a vast majority of institutions, which spend an average of 3.5–6 percent of their operating budgets on information technology.

With growing demands from students, faculty and staff, we would expect every community college in the United States to spend time and effort creating and implementing an information technology (IT) strategic plan to ensure that technology initiatives and expenditures are aligned with institutional mission and goals. Yet, the 2000 Campus Computing Project reveals only 60 percent of all public and private community colleges have such plans. This same study also reveals that:

- Less than 12 percent of community colleges have a strategic plan for the use of e-commerce.
- Only 30 percent have a strategic plan for distance learning.
- Only 12 percent have a strategic plan for campus portals.
- Less than 50 percent have a strategic plan for integrating technology into the curriculum across the institution.

Why aren't community colleges developing such IT plans? There may be several reasons.

1. Lack of leadership or institutional focus on strategic planning. Our work with colleges indicates that where there is no written strategic plan for the institution itself, it is highly unlikely there will be a written IT strategic plan.
2. Lack of planning expertise, particularly IT planning. Many institutions do not have staff trained in planning efforts, particularly IT planning that

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must take into consideration a vast array of internal and external factors.

3. Lack of understanding about how to do IT planning in a time of rapid technological change. Many institutions do not understand the difference between an IT strategic plan, which focuses on what the institution needs to do, and an IT operational plan, which focuses on what an institution needs to buy.
4. Confusion about who owns technology planning — the institution or the IT organization. Where the IT organization is perceived as being the "owner" of technology and technology-related issues within the institution, there is little buy-in from other stakeholder groups. Without such buy-in, it is difficult for the institution to really achieve the type of results envisioned by college administrators, trustees and the community.
5. Bad experiences with traditional IT planning approaches.

Traditional IT planning methodologies will not work in today's environment. Schools need a new approach to information technology strategic planning that is characterized by:

- sponsorship at the highest levels of the institution;
- involvement of individuals throughout the institution, including participation by students, faculty, staff and the community;
- integration with other institutional planning so that the contents of the IT plan are aligned with institutional vision, mission and goals;
- focus on people, process and organizational issues in addition to technology issues; and
- recognition that the final plan is really a living document that evolves as new opportunities and challenges become known.

Successful technology planning leads to development of clear directions for the use of technology, to better allocation of resources, and to broad-based commitment and support for technology as an enabler of change.

Community college trustees clearly have responsibility for assisting their institutions in setting institutional direction and priorities, and for ensuring that financial allocation of resources are made in accordance with institutional vision, mission and goals.

Jan Balzer

The question about whether or not to invest in technology appears to have been answered by a vast majority of institutions, which spend an average of 3.5 to 6 percent of their operating budgets on information technology.

For IT planning, trustees should be asking the following questions:

1. Do we have a documented vision of how technology should add value to the institution?
2. Does our institution have a comprehensive information technology strategic plan?
3. Is our IT strategic plan clearly aligned with the institution's vision, mission and goals?
4. Do we have plans that address the issues of e-commerce, distance learning, integration of technology into the curriculum, faculty and staff technical support and other critical technology-related issues?
5. Are we spending appropriately on technology? How do we know?
6. Does the institution have tactical plans that are measurable and do they align with the IT strategic plan?
7. Do we have a process for keeping our IT strategic plan current?
8. How does the institution stay up-to-date on technology trends impacting higher education?
9. How is the institution positioned to take advantage of such trends?
10. What are our core IT competencies as an institution and what steps are we taking to add to or complement our capabilities?

Nobel Laureate Herbert A. Simon, long-time member of the Carnegie Mellon University faculty, once stated: "Technological revolutions are not something that 'happen' to us. We make them, and we make them for better or for worse. Our task is not to peer into the future to see what computers will bring us, but to shape the future that we want to have."

Community college trustees can provide the leadership needed to shape the future of their institutions, using technology as an enabler of change, by encouraging their institutions to engage in systematic and comprehensive information technology strategic planning. ■

Jan Balzer is senior vice president for strategic services at Collegis, a valued member of ACCT's Corporate Council.

ADA Produces More Rulings, Appeals

By Ira Michael Shepard and Elizabeth Thomas
ACCT General Counsel

Appeals Court Rejects Telecommute Accommodation

The U.S. Court of Appeals for the Eighth Circuit recently held, in Heaser v. Toro, that the Americans with Disabilities Act (ADA) did not require an employer to provide the accommodation of permanently working from home to an employee with multiple chemical sensitivity in order for her to avoid the workplace environment. The appeals court ruled that the employee's accommodation request was unreasonable because the company was not required to make an overall change in its manner of conducting business.

Heaser requested an accommodation for telecommuting after being diagnosed with various chemical sensitivities that she linked to the air quality at the plant where she worked as a marketing services coordinator. The company rejected her request and told her that Toro did not have a work-at-home policy, although some employees had been permitted to do so for short periods. Alternatively, the company permitted her to leave work when she was feeling too sick to remain and recommended that she move to another office in the building. However, these approaches proved unsuccessful and Heaser left for four months on short-term disability.

At the end of her leave, she again requested the accommodation of permanently working from home. Her second request was rejected, but the company agreed to move her to a different office and adhere to some environmental changes.

Ira Michael Shepard

Elizabeth Thomas

The court stated that it was irrelevant that the employee could perform certain household or personal hygiene tasks when her impairment limited her ability to perform the range of manual tasks associated with assembly line work.

In order to determine if Heaser could perform her job despite her condition, the company asked Heaser to bring a note from her physician. The physician said that Heaser needed to avoid plastics, carbonless paper, copiers and their fumes, exhaust fumes, and employees who wore perfume. After receiving the note, Heaser was terminated. Heaser filed suit under the ADA. The trial court found in the company's favor. She then appealed the decision.

The Eighth Circuit acknowledged that working from home could, in certain circumstances, be a reasonable accommodation but affirmed the trial court's decision. The company provided evidence that the accommodation request was unreasonable. Toro's expert testified that the software necessary for Heaser's position could not be used through remote access and therefore it would be impossible for her to work from home. The company also alleged that Heaser's job could not be done without carbonless paper.

Heaser argued that the company could have revised the computer system to work from her home and that carbonless paper was not necessary for her position. The court rejected her assertions that the company had to overhaul its method of conducting business.

Supreme Court To Decide If Tendinitis and Carpal Tunnel Syndrome Protected Under ADA

The U.S. Supreme Court agreed to review a Sixth Circuit decision, Toyota Motor Mfg., Kentucky Inc. v. Williams, that a factory worker who was unable to perform certain manual tasks due to tendinitis and carpal tunnel syndrome was disabled under the Americans with Disabilities Act (ADA).

Ella Williams developed carpal tunnel syndrome and tendinitis in her hands and arms after using pneumatic tools on the assembly line at Toyota. After Williams developed problems in her hands and arms, Toyota transferred her to

another department. Her ligament and muscle problems became more severe after her duties were expanded to require her to wipe down cars, at the rate of one per minute. Williams asked to be reassigned to a position that involved less strenuous job duties, but she alleged that Toyota refused. Williams then filed suit.

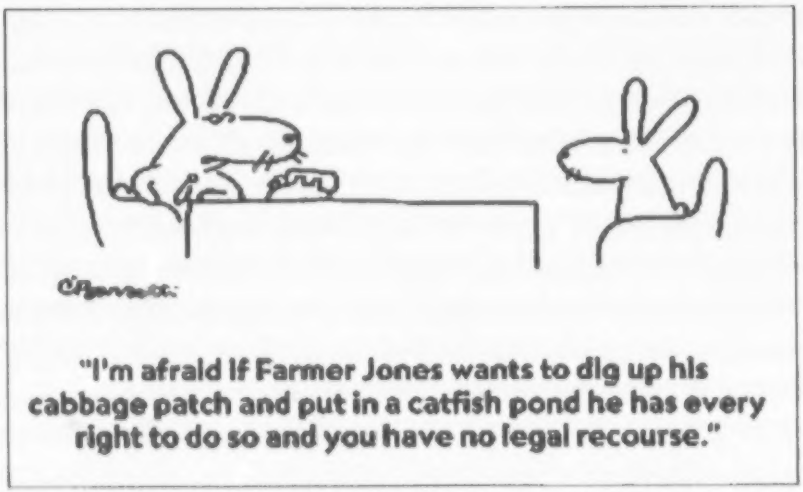
The Sixth Circuit reasoned that her impairments were analogous to having missing, damaged or deformed limbs that prevented her from performing the major life activities associated with certain manual assembly line jobs. The court stated that it was irrelevant that she could perform certain household or personal hygiene tasks when her impairment limited her ability to perform the range of manual tasks associated with assembly line work.

In its petition for Supreme Court review, Toyota argued that other circuits had refused to expand the scope of ADA protection to employees afflicted with an isolated injury that prevents them from performing a narrow subset of job-related functions. In her petition opposing review, Williams agreed with Toyota's point that the inability to perform in a single particular job does not constitute a substantial limitation on the major life activity of working. However, Williams stated that a different major life activity was at issue, that of performing manual tasks.

The Supreme Court will hear oral arguments in the case next fall.

Supreme Court Agrees To Hear ADA Case Involving Job Seniority System

The U.S. Supreme Court recently agreed to review a Ninth Circuit decision, US Airways Inc. v. Barnett, involving the conflict between a disabled employee's request for a job transfer as a reasonable accommodation and an employer-imposed seniority system for job transfers. The Ninth Circuit held that a seniority system was not in itself a bar to job reassignment and should only be considered as a factor in deciding whether the employee's proposed reassignment would pose an undue hardship on the employer.


"I'm afraid if Farmer Jones wants to dig up his cabbage patch and put in a catfish pond he has every right to do so and you have no legal recourse."

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Barnett injured his back while working as a cargo handler for US Airways and went on disability leave. Upon his return to work, his doctors recommended that he avoid heavy lifting, excessive bending, twisting, turning, pushing, and pulling, and prolonged standing or sitting. Based on his condition, Barnett was transferred to a mailroom job. However, he learned he was likely to be bumped back to cargo work because two employees with greater seniority were also seeking permanent mailroom positions. US Airways allowed him to remain in the mailroom for several months, placed him on paid injury leave for one month, and then terminated him.

...US Airways argued that many courts of appeal had concluded that the ADA did not compel an employer to discriminate against non-disabled employees, by forgoing its seniority system, for the sake of disabled employees.

In its brief requesting Supreme Court review, US Airways argued that many courts of appeal had concluded that the ADA did not compel an employer to discriminate against non-disabled employees, by forgoing its seniority system, for the sake of disabled employees. Barnett argued in his brief opposing review that a disabled employee unable to perform the essential functions of his position could be granted reassignment, even if the transfer was not expressly permitted by the employer's policies.

The Supreme Court agreed to consider whether the ADA's reasonable accommodation provision requires an employer to disregard seniority rights in reassigning a disabled employee to a different job. The justices will hear oral argument in the fall. ■

Ira Michael Shepard and Elizabeth Thomas are with the firm of Schmeltzer, Aptaker & Shepard, P.C. in Washington, D.C.

(**Governance**, *continued from page 15)*

Yet an effective board retreat curriculum integrates a focus on the group's own process, discovering more about the dynamics of the group itself and the individual people that make up the group. For best impact, it requires facilitation, informal social contact, a customized design to achieve specific results and a follow-up plan after the event for the board to practice and master new skills.

During a period of possible budget cuts, there is no more important time for the board to examine the effectiveness of its own process. Fewer resources heighten contentious decision-making. Board retreats offer the possibility of building skills in interpersonal communication and group process, of building community and increasing knowledge on issues.

Without committing to such a capacity building process, your board will likely get stuck in stagnant energy, recreating the same process, meeting after meeting, without moving to a higher level of effectiveness. A board retreat in the near future may help you head off unnecessary conflict during leaner times.

More often than not, boards balk at the idea of spending money on themselves when "real needs" are so apparent in the college budget. As a result, the first thing to be cut is the board's "cost of governance." But if the board does not value its own education, how could it effectively value the education of others in its own decision making? ■

Susan Stratton is a governance and leadership consultant working in conjunction with ACCT. Board retreats facilitated by Stratton can be scheduled through the ACCT's director of Board Leadership Services, Narcisa A. Polonio.

Order ACCT Trustee Education Resources

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Book: *A New Vision of Board Leadership: Governing the Community College* by John Carver and Miriam Mayhew *check:* ❑ ACCT member ❑ non-member	$25.00 $35.00		
Book: *Shaping the Community College Image* *check:* ❑ ACCT member ❑ non-member	$20.00 $25.00		
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Pamphlet: A Guide to the Election and Appointment of Community College Trustees *(10 pamphlets)* *check:* ❑ ACCT member ❑ non-member	$5.00		

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Trustee Quarterly

Fall Issue, 2001

American Association of Community College Trustees

Time Flies in a Great Year For Recognition of Community Colleges

Darrell Shumway

My, how time flies when you're having fun. I'm not sure where that phrase came from, but how true it is.

It seems like just yesterday I wrote my first article as your chair, and now it's time for my fourth and final article. It has been a good year for ACCT. The ACCT board set goals at the beginning of the year to provide this association with guidance and tools that will assist its members in fulfilling their responsibilities as trustees and I can proudly say we have accomplished those goals.

With association membership up, record attendance at the National Legislative Seminar and a very good year legislatively from our nation's capital, it's a great time to be a trustee and to see the recognition given community colleges that has been long overdue. From the signing of the memorandum of understanding on associate degree nursing with the Veterans Affairs Department to the First Lady's Summit on early childhood education, community colleges across our nation have had the eyes and ears of our nation's leaders focused on them, and they like what they see and hear.

Community colleges have always provided services and training to those segments of our society that came to us for help. We are now being asked to continue and expand our leadership role in early childhood education. At its July board retreat, your ACCT Board of Directors passed a resolution supporting the goals of the White House Summit on early childhood cognitive development and applauding the effort to focus attention on this issue. The resolution calls on community college boards and presidents to expand their efforts to prepare individuals to educate our nation's youngest children.

Community colleges have always risen to new challenges and have developed innovative and effective strategies for meeting the diverse needs of their communities. The demand for more and better-prepared early childhood educators is just the latest challenge facing our institutions. I not only believe community colleges are up to that challenge, but that they will surpass all expectations and lead the way on this very important mission.

It is with great pride that I can say that I'm part of the community college system, which performs at an unparalleled level when called upon by our students, our communities, and our state and national leaders.

With great optimism, I look forward to the remainder of the year, and I anticipate a successful convention in San Diego in October and another good year for community colleges.

Model Standards of Good Practice for Trustee Boards

In support of effective community college governance, the Board believes:

- That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
- That it must clearly define and articulate its role;
- That it is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
- That it always strives to differentiate between external and internal processes in the exercise of its authority;
- That its trustee members should engage in a regular and ongoing process of in-service training and continuous improvement;
- That its trustee members come to each meeting prepared and ready to debate issues fully and openly;
- That its trustee members vote their conscience and support the decision or policy made;
- That its behavior, and that of its members, exemplify ethical behavior and conduct that is above reproach;
- That it endeavors to remain always accountable to the community;
- That it honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.

Passed by the ACCT Board of Directors, October 2000.

ACCT Chair Issues Call to Action At White House Summit

Association of Community College Trustees Board of Directors Chair Darrell L. Shumway issued a call to action to the nation's community colleges to increase their efforts to prepare more early childhood educators.

Speaking during the White House Summit on Early Childhood Cognitive Development at Georgetown University, Shumway urged colleagues to "continue increasing the quality of early childhood education by ensuring that our community college programs include specific coursework focusing on pre-reading and vocabulary development, cognitive skills, and pre-math."

[The full text of Shumway's remarks are on page 4].

Shumway reminded Summit participants that America's 1,700 community colleges play a pivotal role in preparing early childhood educators. These institutions prepare more of the nation's credentialed early childhood educators than does any other education sector.

Addressing the problem of nationwide shortages, Shumway said, "We know that a significant number of preschool teachers and childcare workers come and go within the first year. Most won't be there after five years. We need to reverse that course and prepare more early childhood educators."

The White House summit was convened by First Lady Laura Bush and Education Secretary Roderick Paige and Health and Human Services Secretary Tommy Thompson. It included presentations by researchers, professors and leaders of education organizations.

The summit focused on the latest research into early childhood cognitive development, national trends affecting supply and demand of early childhood workers, and sought to focus national attention on the importance of early cognitive development to ensure that every child starts school ready to learn.

"We all have a duty to call attention to the science and seriousness of early childhood cognitive development," said Mrs. Bush, a former teacher and librarian. "The years from the crib to the classroom represent a period of intense language and cognitive growth. Armed with the right information, we can make sure every child learns to read and reads to learn."

First Lady Laura Bush greets ACCT board leaders at a White House reception for the summit she convened on early childhood education. Attending were, from left, Vice-Chair Brenda Knight, Peralta Community College District, CA; Mrs. Bush; Chair Darrell L. Shumway, Pratt Community College, KS; and Secretary-Treasurer Richard N. Adams, Edison Community College, OH.

NEWS

Community Colleges Pivotal in Training Early Childhood Educators

Darrell L. Shumway, chair of the ACCT Board of Directors, spoke at the White House Summit on Early Childhood Cognitive Development at Georgetown University in Washington on July 27. Here are his remarks:

I am honored to join First Lady Laura Bush, Secretaries Rod Paige and Tommy Thompson, and all of you at this White House Summit on Early Childhood Cognitive Development. We are grateful to the First Lady for her leadership in bringing us together around this important initiative.

I am here this morning to represent all the trustees that govern the nation's community colleges. I also want to welcome my colleagues from our partner association, the American Association of Community Colleges, Pamela Transue, Board Chair, and President George Boggs, and recognize our President, Ray Taylor. Our two associations work together to advocate for community colleges and to support initiatives such as this Summit.

I am pleased to announce that last week the Association of Community Colleges' Board of Directors approved a resolution supporting the goals of this Summit. As the elected and appointed leaders who govern community colleges, we applaud efforts to focus attention on the importance of early childhood cognitive development. We call on community college boards and presidents to expand efforts to prepare individuals to educate our nation's children.

I am here this morning because America's community colleges play a pivotal role in preparing early childhood educators. Our colleges serve some 14 million students each year, many of whom graduate as early childhood educators. In fact, we prepare more of the nation's credentialed early childhood educators than does any other education sector.

At the White House reception for the education summit his wife convened, President George W. Bush, center, stands with ACCT Board Chair Darrell L. Shumway, far right, and Secretary-Treasurer Richard N. Adams.

And now that our nation faces severe shortages of qualified early childhood instructors, our community colleges are being called upon to identify and train even more individuals to teach the nation's children.

We know that a significant number of preschool teachers and childcare workers come and go within the first year. Most won't be there after five years. We need to reverse that course and prepare more workers.

We need to demand higher standards for early childhood educators. Head Start has mandated that 50 percent of its childcare workers have an Associate's Degree by the year 2003. And we, as community colleges, need to prepare them. We also need to elevate early childhood education as a profession if we want to attract the best and retain the brightest.

Latest research demonstrates the critical importance of cognitive development in young children. It suggests that our nation must prepare a new generation of early childhood educators versed in the latest instructional techniques.

For instance, our faculty will be looking at new curricula and delivery methods. We recognize the importance of courses focusing on pre-reading and vocabulary development, cognitive skills and pre-math. Such courses can complement other early childhood preparation curricula. Trustees and presidents are committed to working with others to explore new pathways like alternative teacher certification.

Our colleges have always risen to new challenges and have developed innovative and effective strategies for meeting the diverse needs of their communities. The demand for more and better-pre-

Also at the White House reception with President Bush were ACCT Board Chair-Elect George W. Little, Sandhills Community College, NC, and Immediate Past Chair Helen M. Newsome, Martin Community College, NC.

pared early childhood educators is just the latest challenge facing our institutions. It is an opportunity our colleges welcome. We commend First Lady Laura Bush and this Administration for focusing national attention on this critically important issue.

We hope information from this Summit and future activities will help guide colleges' early childhood programs. We in community colleges must play our part if we want to achieve the goal of ensuring that every child is ready to learn.

So I am asking that my colleagues around the country join with us to continue increasing the quality of early childhood education by ensuring that our community college programs include specific coursework focusing on pre-reading and vocabulary development, cognitive skills and pre-math.

Again, I am pleased to be here this morning to represent community college trustees. We look forward to working with this Administration and with all of you to ensure that no child is left behind.

NJ College Names Building for Trustee Virginia Scott

Gloucester County College, NJ, has named its new $6.5 million science and technology center "Scott Hall" in honor of Virginia Scott, a long-time trustee and former board chair who has been active in statewide and national community college issues.

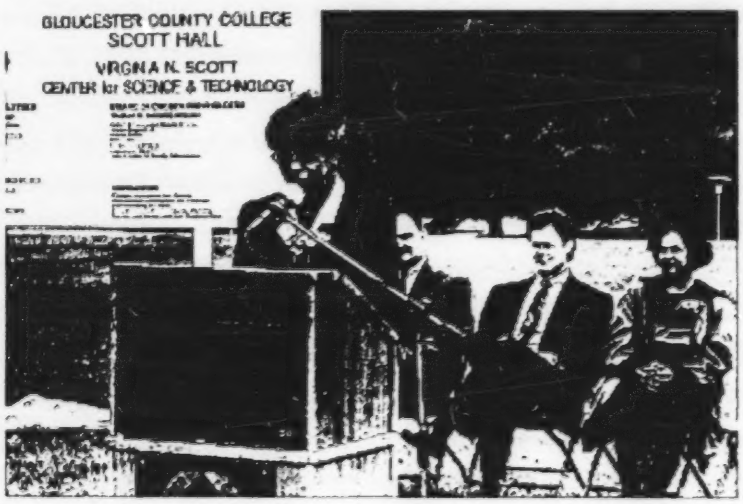
The groundbreaking for the 34,000-square-foot facility, officially designated the Virginia N. Scott Center for Science and Technology, took place May 23.

"We felt it was entirely fitting to honor someone who has brought such distinction to the college and to the entire community college sector," said Board Chair Ralph E. Ross, who succeeded Scott as chair last year.

Ross said that naming the center after Scott was suggested by Freeholder-Director Stephen Sweeney, the county government head. "He asked who had done more for the college since the 1970s than Mrs. Scott," Ross said. "We felt naming this wonderful new center was the greatest honor we could present her."

Scott headed the New Jersey Council of County Colleges for three years and was described as instrumental in getting a major increase in funding for the state's 19 community colleges. She also established a trustee scholarship fund at Gloucester financed by the personal donations of trustees.

In 1999, she received the ACCT Trustee Leadership Award for the Northeast region.



Gloucester County College Trustee Virginia Scott speaks at the groundbreaking for the new science building named in her honor. Behind her are, from left, trustees Henry Chudzinski, David Trovato and Barbara Wallace.

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Lew Braxton

Braxton Elected to California Board

Lew Braxton, a member of the ACCT Board of Directors who serves on the Merced Community College District Board of Trustees, has been elected second vice president of the California Community College Trustees.

CCCT and the CEO board are the two policy boards for the Community College League of California.

The other leaders of the California trustees are President Carole Currey, a member of the Santa Monica Community College District Board of Trustees; Past President Fritz Wench, Lake Tahoe CCD Board of Trustees; and First Vice President Bill McGinnis, Butte CCD Board of Trustees.

Legislators Say Two-year Colleges Most Responsive

Maintaining a first-rate state higher education system is critical to bringing in and keeping high-paying jobs, according to a July report from the National Education Association.

The report, titled "Where We Go From Here: State Legislative Views on Higher Education in the New Millennium," is based on interviews with 64 state legislators on education committees from all 50 states.

Public two-year institutions are considered to be the most responsive overall to state education and training needs, legislators said.

"Almost without exception, the legislators I talked to emphasized that higher education contributes directly to the state's efforts to have a healthy economy," said Sandra Ruppert, the researcher with Educational Systems Research who conducted the study.

Nearly all of the legislators interviewed for the study made reference to higher education's critical role in preparing, training and supporting qualified education professionals for K-12 schools.

To receive a copy of the 73-page report visit http://www.nea.org/he/leg-news/gofrom.pdf.

Student Trustee Heads to Cornell After ACCT Internship on Hill

Neel Lund

Neel Lund is just your average Washington intern. An 18-year-old student trustee at the community college he entered at 16, a star debater, an English tutor, a member of Phi Theta Kappa, the national honor society, and as one of his professors put it, "articulate, involved, responsible, mature, intelligent, purposeful and creative."

And by the way, he just happened to immigrate to this country from Bombay six years ago and is headed off to Cornell University in the fall where he plans to study economics.

Lund worked with ACCT's public policy staff this summer. He chose to apply for the ACCT position, among 17 nonprofit and government agencies offered as part of PTK's Washington internship program to "help continue my quest for learning about organizational management and at the same time enhance my leadership techniques," he said.

According to J. Noah Brown, ACCT's public policy director, "Neel is one of those talented young people who brings energy, commitment, and maturity to their work."

Lund said he had already learned a lot about politics and organizational behavior as a student trustee at Rockland Community College in Suffern, NY. The position also taught him how to handle controversy and stress, and he spent so much time on governing board duties that he admits his grades suffered a little in his last quarter.

Working with ACCT issues on Capitol Hill gave him further insight into how the public sector works. "Community college resolutions take a long time" to get through Congress, he observed. And Lund still thinks "community colleges are underrated and not credited enough for their work."

Lund's career goal is to become an investment banker, to "take care of his family and give back to the community." His role models include his mother, who was a private tutor in India, and his father, a businessman. He also admires Alex Yemenidjian, chairman and CEO of MGM, who, Lund pointed out, emigrated from Argentina when he was 13 and turned the entertainment company around in two years. He also admires Federal Reserve Board Chairman Alan Greenspan as a modern day hero because of his insight into economics.

Just your average Washington intern.

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ACCT Board Proposes Model Accrediting Standards

The following model accountability criteria and accrediting standards were approved by the ACCT Board of Directors in February 2001.

They were developed in response to membership concerns that neither state-based accountability criteria, nor standards used by the regional accrediting bodies, properly reflected the governance role of community college boards.

Both the accountability criteria and accreditation standards should be considered as model proposals that boards may wish to share with their local and state policymakers. They represent guidelines only; boards may wish to adapt or alter to reflect their particular communities and service districts, which is entirely appropriate and recommended.

For more information on either of these guidelines, please contact ACCT's Director of Public Policy Noah Brown at 202-775-4667, or via e-mail at nbrown@acct.org.

Model Accrediting Standards Approved by the ACCT Board of Directors February 2001

Standards listed in italics are shared by at least four of the seven regional accrediting commissions. The other standards were added by the ACCT Board.

Board Membership:

- *Provides for continuity and rotation of membership*
- *CEO is never chair of board*
- Trustees do not have conflict of interest
- Board reflects public interest

Board Roles and Responsibilities:

- *Board is responsible for institution quality/integrity*
- *Board operates as a whole as a policy-setting body*
- *Ensures compliance with policies*
- *Has a clear description of responsibilities*
- *Effectively carries out responsibilities*
- *Protects institution from undue influence or pressure*
- *Has self-evaluation process/regularly evaluates self*
- Has development and training program
- Advocate for and defends institution
- Amends bylaws or other board documents only by majority
- Has ethical code or standards of practice
- Has a clearly-defined policy for dealing with inappropriate behavior by board members

Relationship with CEO/Administration/Faculty:

- *Selects or appoints CEO*
- *Evaluates CEO*
- *Appropriately delegates authority*
- Makes clear distinction between board responsibilities and those of administration and faculty
- Governance/policy-making involves appropriate constituencies

Fiscal Responsibilities:

- *Assures fiscal solvency and health (short and/or long range)*
- *Ensures fiscal resources exist to support goals*
- *Is knowledgeable about fiscal condition*
- Approves budget
- Approves investment policies
- Designates body to administer endowments/funds
- Guides and limits use of debt
- Arranges for or approves audit

Educational and Other Policy Responsibilities:

- *Reviews and approves mission*
- *Ensures institutional assessment and planning*
- *Assures academic freedom*
- Approves degrees offered and/or programs
- Assures appropriate personnel policies and institution
- Approves salary schedules
- Is knowledgeable about and involved in accreditation process

Model Accountability Criteria Approved by the ACCT Board of Directors February 2001

The proposed accountability criteria are based upon extensive ACCT staff research into current state-based accountability standards affecting community colleges, results of an informal survey of ACCT-member boards on desirable accountability standards, discussions with relevant policy groups, and the "Institutional Effectiveness Model" developed and adopted by the Wisconsin Technical College System, representing one of the first community college system efforts to design and implement a system-wide accountability system.

I. Building Community Support

Criterion	Priority	Comment
Calculating return on investment to the community/state	High	This measurement, when combined with other non-economic factors, is important to building and sustaining public support and perception of the "value" of the community college.
Assessing community needs and responsiveness in meeting those needs collaboratively	High	"Raison d'être" of the community college; its assessment is relatively commonplace.
Community support/satisfaction	High	Absolutely critical to the future of the college.
Articulation/transfer	Moderate	Useful only if the mission of the college is based in part on serving as a transfer institution; ease of articulation among institutions is a critical determinant.

II. Achieving Student Success and Satisfaction

Criterion	Priority	Comment
Identify entering student's needs, goals, and interests	High	Achieving student success should be measured against meeting his or her needs and goals; curricula should be "learner" focused.
Assessing ***entry*** skills	High	Benchmarking skills gained or improved is an important measure.
Student's satisfaction/return on student's investment	High	Achieving student satisfaction and the belief that the student has received "value" on their investment is an important indicator of "success."
Exiting skills/knowledge	High	Important for assessing progress relative to entry-level skills and knowledge.
Student's goals achievement	High	Meeting student needs and goals is paramount to the mission of the community college.

II. Achieving Student Success and Satisfaction, continued

Criterion	Priority	Comment
Course completion	High/Moderate	Completion may or not have been a student goal but relatively important in conveying "value" to stakeholders.
Placement/employment rates	Moderate	Somewhat indicative of success but is mitigated by many other factors.
Retention/withdrawal rates	Moderate	Persistence is not a reliable proxy of success unless correlated to student goals.
Completion/graduation rates	Moderate	Important if the student's intent was to graduate or complete a program of study.
Pass/licensure rates	Moderate	Important for students preparing for specialized programs and for program recognition by state and professional organizations.
Grading systems	Low	Grading is subjective and less informative than measuring student satisfaction.

III. Meeting Employers' Needs

Criterion	Priority	Comment
Satisfaction with skills/performance	High	Assessing employer satisfaction is relatively commonplace among community colleges and an important indicator.

IV. Assuring Institutional Quality and Integrity

Criterion	Priority	Comment
Achieving institutional mission	High	Meeting institutional mission is critical to ensuring community support and viability.
Communicating expectations for student performance and achievement	High	A correlation exists between communication and achieving high standards.
Communicating and building stakeholder involvement in organization goals	Moderate	How well internal and external stakeholders understand and value the institution goals affects the perception of fulfilling mission.

www.acct.org

Center for Effective Governance

Board Leadership Services

Professional Board Staff Network Newsletter

CC. Benefits Inc.

ACCT Events

ACCT Board Leadership Services

Interim President/Chancellor Services

ACCT is expanding its registry of retired presidents. When you contemplate retirement, we invite you to contact us. All inquiries will be held in strict confidence.

Dr. Narcisa A. Polonio
Director, Board Leadership Services
npolonio@acct.org

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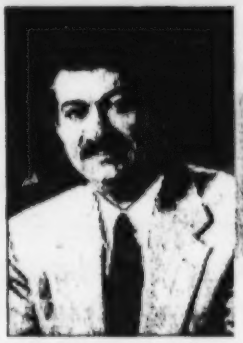


Creating Expansion Through Higher Education Partnerships

By Charles H. Polk

Those of us in higher education administration—regardless of the status or size of our school—find ourselves facing many of the same challenges. We share the need to develop curricula (and capital budgets!) that can keep up with a dizzying pace of technology development; to balance the shifting priorities of students, faculty members and the community; to be good stewards of the institutions and people entrusted to our care.

Above all, in an era marked equally by the excitement of unprecedented new opportunity and the cautiousness of an increasingly competitive environment, we share the need to remain focused on the unique mission of the institution we serve. With that focus, even the most aggressive growth is healthy. Without it, we can easily find ourselves working against our own purposes.

Community colleges have amassed a century's worth of experience in staying focused on their mission through economic, demographic and educational change. As some of them begin looking at ways to expand their educational services by offering four-year degrees, however, the ability to continue doing so becomes more complicated.

The expansion into four-year degrees is an attractive one for many community colleges. The demand for bachelor's degrees is steadily increasing, and the additional income provided by retention of students past the two-year mark could make an important difference to an institution's financial health.

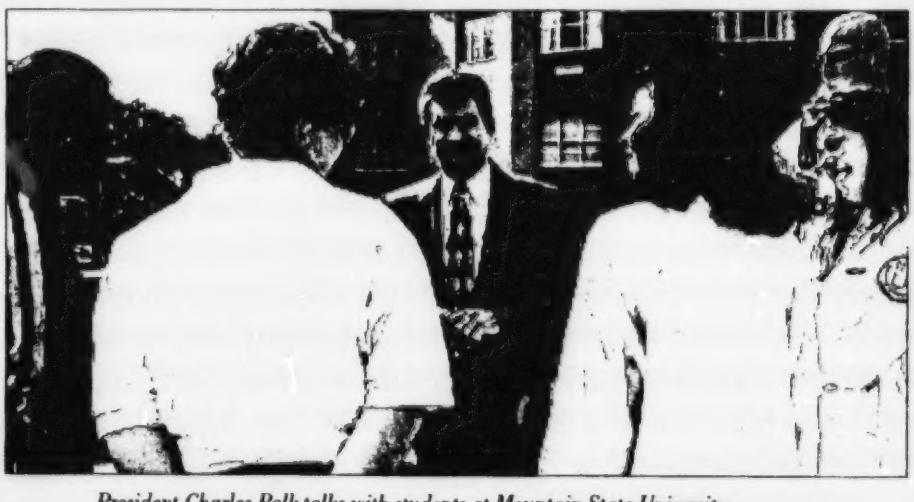
One option involves changing the school's mission and status to accommodate new services. That route is the one taken at St. Petersburg (Fla.) Junior College when it obtained legislative approval to switch to four-year status and remove "Junior" from its name. While there can be advantages to changing the mission and nature of an institution, it requires a great deal of political and public relations work. More importantly, it requires maintaining the delicate distinction between an expanded mission and a diluted one.

A second model involves a partnership between community colleges and four-year colleges or universities. For example, a recently announced collaboration between Maricopa Community Colleges and the University of Phoenix resulted in a bachelor's degree program in management designed specifically to overcome the hurdles that associate degree holders face in seeking a bachelor's degree.

Partnerships between community colleges and other institutions are far from a new idea. In my 16 years as a community college president (1974-1990), it was not uncommon for me to be approached by a university dean or faculty member with a plan for "helping" my school. Invariably, though, this "help" always ended up looking a lot like a takeover—and a takeover by those who had no understanding of our issues or our students' needs. Saying "no" to that kind of help was never difficult.

A true partnership, of course, is an equal partnership—and at their best, partnerships between community colleges and four-year colleges and universities should allow each to bring its strengths to the table. Community colleges can contribute a comprehensive knowledge of their students' needs, out-

(Continued on page 32)



President Charles Polk talks with students at Mountain State University.

BUILDING BRIDGES

TO THE GROWING LATINO COMMUNITY

Who is the longest serving leader of the major civil rights organization for the nation's largest and fastest growing minority group?

He is a compact, soft-spoken 62-year-old with a name that, even if pronounced correctly, is likely to trigger quizzical looks outside Washington's corridors of power. No media celebrity, Raul Yzaguirre (ee-za-GEAR-ay) is as invisible to many people as the Hispanic community he has represented for 27 years as the president of the National Council of LaRaza, a coalition of more than 250 community organizations in 40 states.

"For years, Latinos have been invisible to policymakers and the media with the justification that, as the second-largest minority, they were not the first priority for attention," Yzaguirre wrote recently.

But no more. The 2000 census established that Hispanics, a loose group that shares a common language, culture and often religion, has now overtaken African Americans as the biggest minority group in the United States. Their numbers will continue to grow with higher birth rates and a continuing stream of immigration.

Yzaguirre's involvement in civil rights began in the 1950s when as a student he fought the pervasive discrimination in the schools of his native Rio Grande Valley of South Texas, home to his forebears from the 1720s on. After serving in the U.S. Air Force Medical Corps, Yzaguirre has continued the fight to erase the stereotypes and improve the treatment of Hispanics in education, jobs, housing, the media, the military and immigration. But most often he does it quietly and without flamboyance.

"COMMUNITY COLLEGES ARE A GREAT INVENTION, A GREAT RESOURCE, AND, INDEED, ARE ONE OF THE BEST ASSETS WE HAVE IN THIS COUNTRY."

RAUL YZAGUIRRE

"If we don't take extreme positions, we don't get the media attention," Yzaguirre admitted in an interview. "If we're rational, responsible, thoughtful, as we hope to be ... that's just not the concept they're interested in." That particularly applies to an issue like immigration, where the LaRaza position is "compli-

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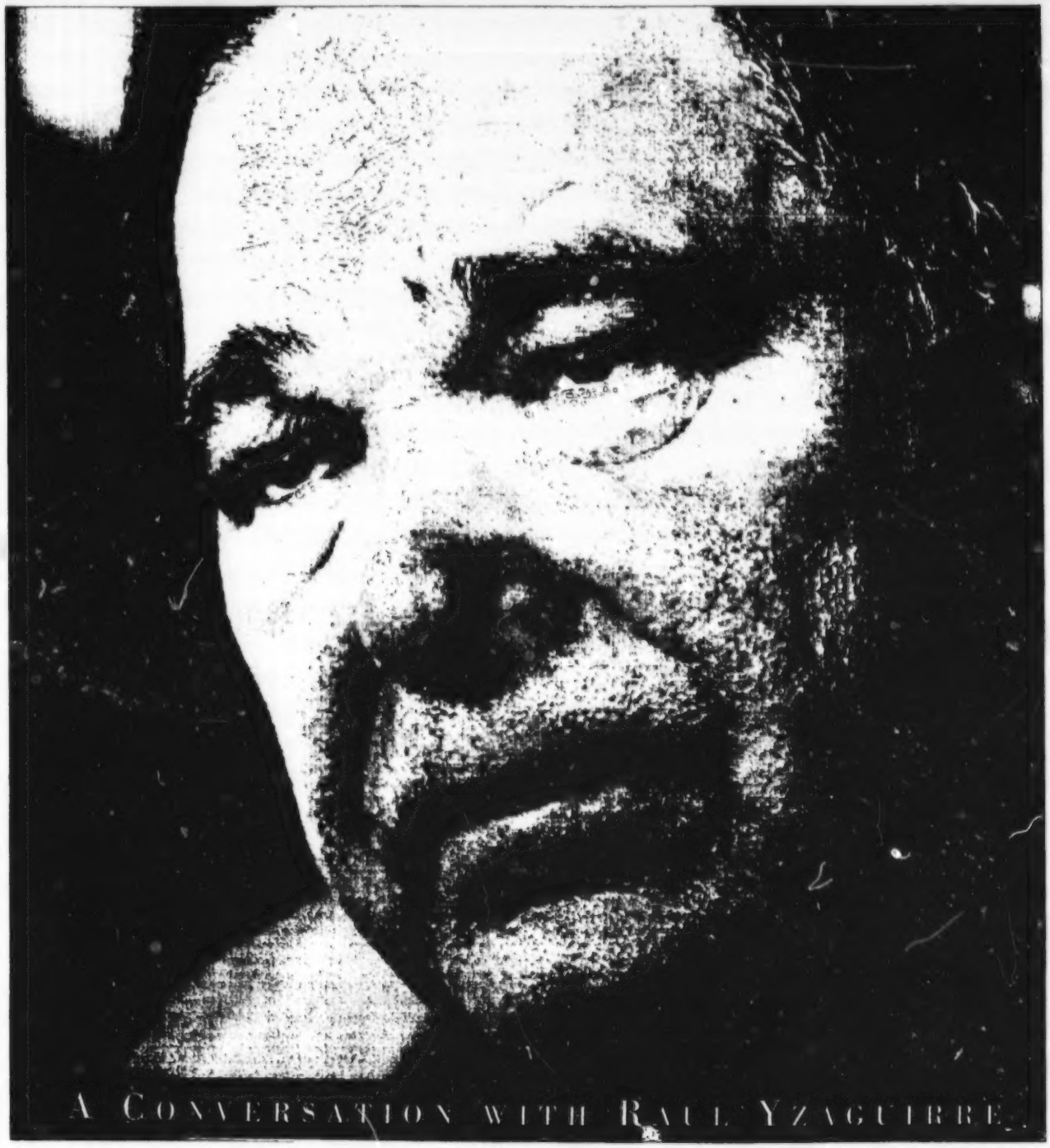
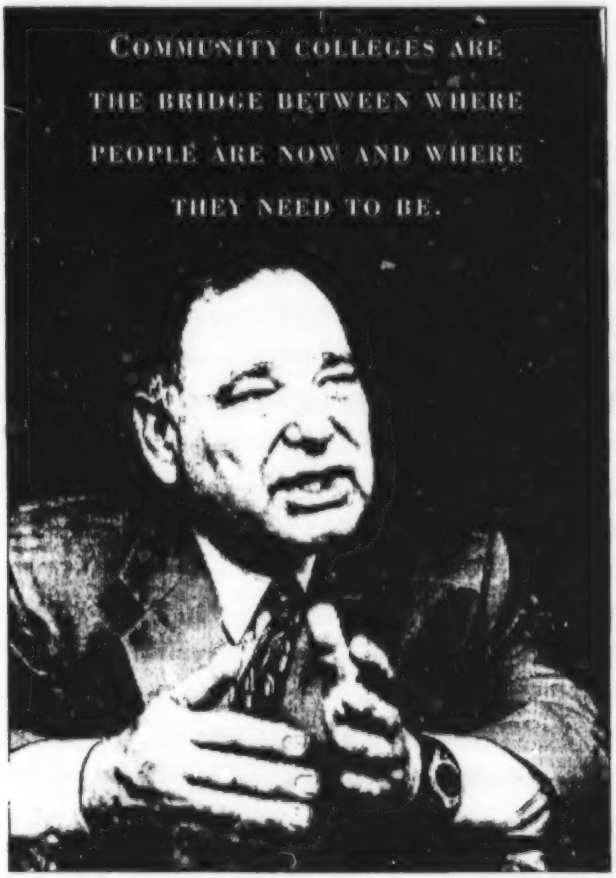


cated" and nuanced, he said, not just a knee-jerk stand for "open borders," as TV producers often expect.

The growing numbers of Latinos all over the country, not just in California, Texas and Florida, has created heightened awareness of the spreading Hispanic presence. That's a major reason LaRaza chose Milwaukee for its July convention, attended by 15,000, with the theme, "Hispanics in the Midwest: The Heart of America." Now 4.7 million of the 35 million U.S. Hispanics are Midwesterners. In the 1990s, their presence has more than doubled in Wisconsin, Iowa and Minnesota, and also in southeast states, like North Carolina, where their numbers quadrupled.

"What is unusual is the magnitude of our growth and the lag time between the understanding of the import of that growth by so many institutions, including community colleges," Yzaguirre said. Education continues to be a focal point for the efforts of LaRaza and Yzaguirre, a graduate of George Washington University who has been awarded five honorary degrees and has lectured at several universities, including Harvard, Notre Dame and Texas. He is also the father of six children.

Yzaguirre will give a keynote address at ACCT's October con-



vention in San Diego. The Trustee Quarterly spoke to him in July in his downtown Washington headquarters. Here are edited excerpts.

TQ: ***Where do you see community colleges fitting into your goals?***

Yzaguirre: I think they're important resources for all of America. They are the bridge between where people are now and where they need to be. The system has the flexibility to respond quickly to changing needs for all the country.

The community college system is of particular importance to the Latino community because the vast majority of our folks go to community colleges for their postsecondary education. A motivated individual can find access into the community college system, and I think that's one of it great virtues. But access in terms of proactive outreach, I think that's something that community colleges need to work on a lot more. [Colleges are] going to be increasingly measured in terms of how they deal with our young people and with our older folks.

There's so much ignorance by so many administrators about the growing numbers of our community. We need to find ways to align the reward system so that administrators and teachers get rewarded for reaching out to students that they should be reaching out to.

TQ: ***What, overall, do you see as the role of education for the Hispanic community?***

Yzaguirre: It's hard to overestimate the importance of education in anybody's life, but it is particularly important to a group of people who have the lowest education attainment of any group in America—the Latino community.

We spend less on Latino kids than we spend on any other group of folks. I think teachers expect a lot less of Latino kids than they expect out of other groups, and we have some data that proves that out.

TQ: ***Where does bilingual education fit into this?***

Yzaguirre: Bilingual education plays a role, but I want to stress that good teachers are more important than anything else, teachers who believe that you can learn, whether bilingual or monolingual. I'll take a good monolingual teacher any day over an incompetent bilingual educator.

Bilingual education is the most effective way to teach non-English-speaking children. There is a new concept evolving of dual language instruction that solves one of the problems we've always had with bilingual education, that is, of segregating kids.

Unfortunately, bilingual education had been badly implemented in many places and it's got a lot of bad publicity. And it's also got caught up with language politics. People feel like there's something, somehow, un-American about teaching bilingually, when, in fact, one of the greatest problems we have as nation is that we're the most linguistically uneducated nation in the industrialized West.

TQ: ***A lot of community colleges teach English as a Second Language.***

Yzaguirre: I'm glad they're doing that at the community college, and it seems to be less of an issue when you're dealing with adults, but you lose so much time by that point. We shouldn't have to be doing remedial education. The community colleges would agree with us on that. They have a burden that we shouldn't be placing on them. We should be making K through 12 education much more accountable.

TQ: ***Obviously, there's not an issue about whether people should be speaking English or not.***

Yzaguirre: We believe that you need English to be productive in this society, to be a participant in the political process, and we spend an enormous amount of resources teaching people. What the facts show is that the bilingual education works for non-English-speaking kids. It's also about how linguistically competent we are as a nation and how important multilingualism is to our economic well-being as a nation, to our security and to our world leadership.

TQ: ***What are the kinds of messages that you try to convey to a group like 6,500 community college trustees?***

Yzaguirre: What you want is "buy-in." My goal is to say to folks: You need to be more inclusive and you need to be more welcoming for the benefit of your institution and for the benefit of the country. We can do it intelligently and amicably or we can be contentious, and I would rather do the former than the latter. But it does mean that if we're going to have the kind of society that we want, the kind of equity that hopefully we all perceive as needed, there's going to have to be changes.

Now that doesn't mean we're going to take everybody's job away, it isn't going to be a quota system. It just means that we've got to open up the process, and we can't delay doing that and we can't put barriers up and we can't help you escape the issues. We've got to admit that people who may look different, who might be of a different gender, who might be of a different skin color, who might have a different accent, may just be as capable as the current crop of administrators or trustees.

TQ: ***What are some of the stereotypes about Hispanics that you've continued to fight?***

Yzaguirre: The point that I try to make is that we live out American values, perhaps more than any other group in this country. What are those values? Well, they have to do with hard work and the work ethic, with patriotism, with enterprise, with religion and family. And, by almost every measure, we live out those values more than anybody else in this country.

We're seen as lazy. How can you be lazy when you work more hours per week than any other group in this country? How can you be lazy when you enter the workforce earlier and leave it later, when you have the highest labor participation rate of any group in this country?

How can you not be patriotic when there's never been a spy who's Latino, there's never been a turncoat who's been Latino and, when there's a shooting war, we spill more blood and win more medals than any other group, proportionally, in this country?

What I try to get across is there probably is no group of people where the myth, the stereotype, is so diametrically opposed to the reality.

TQ: ***And those stereotypes are assisted by the fact that you're largely invisible in the media?***

Yzaguirre: Absolutely. We came to that realization late, unfortunately, that the stereotypes have a lot to do with the media and the way we're portrayed. So we managed to commission a study that showed that we're portrayed more negatively than any other group in this country—when we're visible at all. We represent only one, one-half percent of the images on television. But when we are represented or portrayed in any way, we're portrayed more negatively than anybody else. That's no hyperbole, it's not opinion; those are established, empirical facts.

TQ: ***Civil rights organizations, like yours, are seen as more in alliance with the Democratic Party. Is that something that you worry about?***

Yzaguirre: I think we're in exactly the right spot and it should work to our advantage in the sense that we are not tied into a single political party. While we vote overwhelmingly Democratic, it can be as high as 85 percent or as low as 60 percent, and that variation can make all the difference in the world. We're also a very discriminating vote. In the same election in the same state, we can vote for a Democrat and a Republican, given their stand on issues and their concern about the Hispanic community.

We don't get any credit for the fact that we were NAFTA supporters, an issue that's associated with the Republican Party. We don't get any credit for being, perhaps, the most enthusiastic supporters of a Republican idea, the Earned Income Tax Credit. We don't get much credit for being enthusiastic supporters of charter schools, which in some places are associated with the Republican Party.

TQ: ***Is there something we haven't covered?***

Yzaguirre: Way before I was asked to speak to this group of folks, I have been saying publicly that community colleges are a great invention, a great resource, and, indeed, are one of the best assets we have in this country.

My only concern is that we don't utilize that resource enough. The flexibility to create courses, to abandon courses, to have noncredit courses, to be a continuing institution grown for people from 16 to 116 is such a marvelous resource that I think it deserves a lot more attention and a lot more support. In some ways, it could be used as a way of negating the importance of things like affirmative action because, if you have open enrollment, that issue goes away very quickly. ■

PEOPLE FEEL LIKE THERE'S SOMETHING, SOMEHOW, UN-AMERICAN ABOUT TEACHING BILINGUALLY, WHEN, IN FACT, ONE OF THE GREATEST PROBLEMS WE HAVE AS A NATION IS THAT WE'RE THE MOST LINGUISTICALLY UNEDUCATED NATION IN THE INDUSTRIALIZED WEST.

ACCT Board Leadership Service Announces SUCCESSFUL CEO SEARCHES

John Garmon, President, Vista Community College, CA
Former Executive Dean of the Open Campus, Florida CC, FL

Evelyn Wesley, President, Merritt College, CA
Former Interim President, Merritt College, CA

Chancellor Ronald Temple, Peralta Community College District, comments: "I have been greatly impressed with the outstanding leadership skills both Dr. Wesley and Dr. Garmon have demonstrated. These individuals bring a consummate set of abilities to the job. Both share a thorough knowledge of community college and community-based education practices and have a student-centered vision of how Peralta Community College District can move forward. We had a very strong group of candidates, and both Dr. Wesley and Dr. Garmon were the right choices, with the right skill sets, to provide leadership at our colleges and as a part of the community. We are proud that Dr. Wesley, a Merritt College graduate, was appointed president of Merritt College."

Ronald Remington, President, Community College of Southern Nevada
Former President, Great Basin College, NV

Chancellor Jane Nichols, University and Community College System of Nevada, comments: "Dr. Remington brings an incredible depth of knowledge and experience to CCSN. He is not only a brilliant strategist and a talented consensus builder, he is a man of integrity who cares deeply about student needs."

Christa Adams, President, Owens Community College, OH
Former President, St. Clair County Community College, MI

Board Chair Patty Wise comments: "We are thrilled to have Dr. Adams on campus. She has already begun to create a positive and exciting atmosphere. We could not be more pleased with the result of our search."

Susan Cota, Chancellor, Chabot-Las Positas Community College District, CA
Former President, Las Positas College, CA

Board Chair Gary Craig comments: "We are very pleased and delighted that Susan Cota is on board in her new role. All the members of the Board of Trustees are looking forward to working with Dr. Cota. I believe that Susan will be a tremendous asset to our district and our colleges."

Helping Wisdom Emerge: Decision-Making in the Board Room

By Susan Stratton

Is decision-making really taking place in your boardroom? Or are most votes cast before the issue comes up on the agenda?

Let's look at the assumptions behind these two questions. What is decision-making? Is it merely casting votes or is it the result of a deliberative process?

The board's primary role is to focus and deliberate. Its responsibility lies in developing sound policy, linking to the external community, and linking with the college president. Its accountability is vested in seeing to it that the college achieves what it should and avoids unacceptable situations.

Decision-making under this description is not merely casting votes without adequate deliberation. To meet its accountability, decision-making must be the result of a deliberative process, for it is in a fair deliberative process that wisdom of the group is allowed to emerge. When this wisdom is allowed to appear, then the board is doing its work properly.

How do you know when wisdom appears? Sometimes it is easier to define when the wisdom is not present. Here are some situations when wisdom is prevented from appearing:

- when the board allows a dominant personality to drive the discussion;
- when emotion is driving the decision;
- when a decision is made without adequate, balanced information; (when there is no effort to uncover the assumptions and emotion that drive the opinions around any given issue.

Wisdom appears when:

- There is fluid energy in the deliberation.
- There is an openness to listen and consider the logic and experience of others on a given topic.
- Board members are able to consider an issue from perspectives other than their own, such as the perspective of a retiree, a single mother, or a small business owner. This "lateral" thinking goes a long way in connecting the board with the community and with the potential wisdom of the group.

Unlocking the possibility of wisdom rests in the hands of the board chair, who has the responsibility to assure that the board's process is fair and that decision-making is informed.

One key technique to achieving a fair and informed process that results in the emergence of wisdom lies in making a meta-decision. Meta is a Greek prefix meaning beyond or transcending.

Metadecision-making asks the board to first decide how a decision should be made. If you can agree to the process about making the decision before emotion is attached to the issue, then you have a much better chance of wisdom emerging in the deliberation.

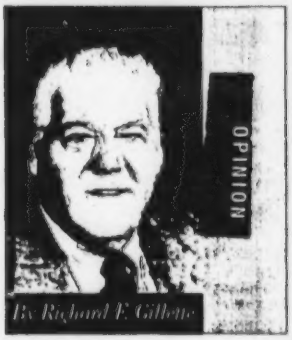
Here are some questions you might ask from a detached perspective in making a metadecision:

- What is the nature of this decision?
- How should decisions like this be made?
- Does the decision need to be made? By us?
- What does this decision affect?
- Given the magnitude of this issue, how long should we spend in deliberation?
- Will this be a linear (sequenced) or a "looped" process? (If linear, there is no turning back because actions will be taken in pursuit of the board's wishes. If looped, we will return to the original question once we know we have adequate information.)
- What do we need to know to decide this question?
- Do we already have policy that speaks to the issue?
- Is current policy adequate?

When the board can agree to a process that is designed to explore the data available, to uncover the assumptions and emotions that drive strong opinion, to incorporate lateral thinking, and to do all this before drawing conclusions and before voting, then the board's wisdom will emerge. ■

Susan Stratton is a governance and leadership consultant working in conjunction with ACCT. Board retreats facilitated by Stratton can be scheduled through the ACCT's director of Board Leadership Services, Narcisa A. Polonio.

Lessons from the Beer Business



Over 30 years ago in an MBA class, I participated in a group case study on the disappearance of regional brewers. My group analyzed all of the given data and a lot of independently collected data. Anything to do with beer seems to motivate college students!

As students we all understood that beer was a commodity (one brand can substitute for another), at someone's party we would consume any brand! Many interesting hypotheses were formed as to why so many stable companies were going out of business.

One of the most interesting involved the correlation of advertising dollars to beer sales. The more you advertised the more you sold, unless the competition also increased advertising. But for every increment of increase in market share it takes a larger increment in advertising cost. At some point it cost more for increased sales than increase generates in profit. One then is tempted to predict that the company with the lowest cost of production could dominate the market. The regional breweries in most cases had the lower cost of production, but they were going out of business. What was happening was a difference in advertising efficiency.

Advertising for a commodity has two functions, one, to attract new customers and two, to sustain brand loyalty. For the same dollar spent on advertising the national brand attracted and sustained more customers. Most advertising in any region reaches regional customers, visitors to the region and those living outside the region. The local brewery therefore spent money on advertising to many that could not buy their product, all those living out of the region. A visitor hearing the ad cannot buy the brand when back at home. When a regional customer moves or travels they must switch brands. Any regional product is at an advertising disadvantage when competing with a national product. Some of the money spent for advertising is wasted.

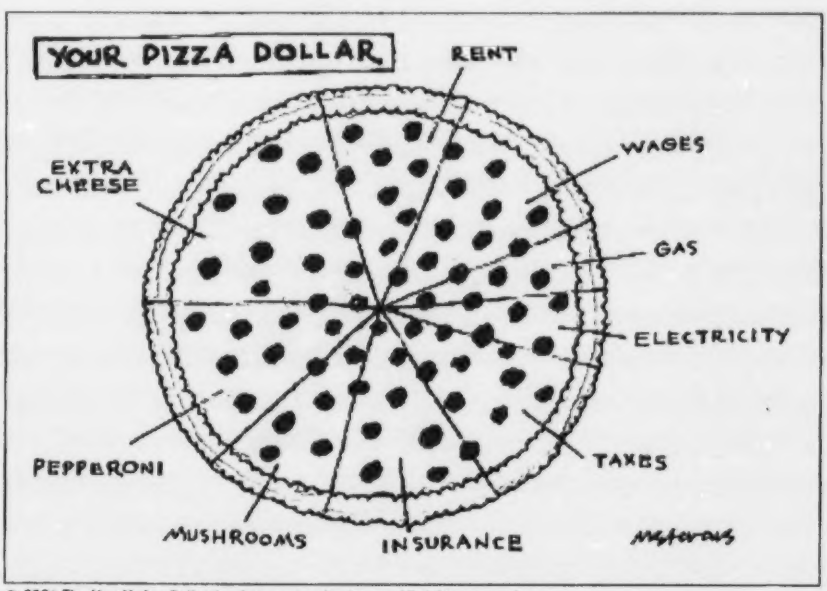
What does this have to do with community colleges? Each week I hear or see advertising for community colleges that are out of my district! Some of the money spent for advertising is wasted. Advertising dollars are being spent to attract customers and to sustain customers that are not in the district! If a community college spends x dollars on advertising their computer program they contact fewer potential customers than a national college will for the same dollars.

If you spend advertising dollars in newspapers, radio, and TV, you can increase the efficiency of your advertising by joining with other community colleges and expanding the region of advertising effectiveness. For example, let's look at six contiguous community college districts that each spent $100,000 a year on advertising. As a cooperative, they could easily have twice the advertising plus an automated 800-phone number that routes the calls to the correct college for less than $50,000 per year. More for less.

Regional brewers had no way to increase the efficiency of their advertising and it put them out of business. Community colleges can increase their advertising efficiency by using cooperative methods. The money saved can allow needed programs that otherwise could be forced out of business by a budget crunch, to continue. In addition to the savings, cooperation will allow more advertising, leading to increased enrollment.

By using cooperative advertising, community colleges can have more and spend less! ■

R.F. Gillette is a board member at William Rainey Harper College, IL.



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Below: Portland Community College board member Harold Williams, far left, in the welding shop at McLaren Youth Correctional Facility with J. Hudson, advanced welding instructor Kurt Robertson, and C. Richardson.

Oregon Trustee Connects Young Offenders With Colleges

Keeping Talent from

By Len Lazarick

Tired of crime and criminals who went unpunished, in 1994 Oregon voters passed an initiative called Measure 11. It was a harsh crime-and-punishment law that established mandatory minimum sentences of five years, 10 months for 20 serious crimes, including robbery and assault, and applied to juveniles as young as 15. Measure 11 also provided for no parole and no time off for good behavior.

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Measure 11 has meant that teenage offenders who once may have stayed in youth correctional facilities for a couple of years, finishing high school along the way, are now incarcerated until their early 20s, with limited provision for postsecondary education or training.

Enter Harold Williams, a board member at Portland Community College since 1990. Williams had worked at the statehouse for three governors, been a trouble-shooter for a school district and also had his own construction business. He began volunteering at McLaren Youth Correctional Facility.

"Most people don't realize how horrendous that measure is," Williams said. "I have never seen so much talent go to waste in my life."

"We're not into corrections anymore, we're into punishment. I believe in corrections," he said. But he doesn't believe in Measure 11.

What began as volunteer activity has now turned into a new life's work, a consulting business and a passion to provide the young men with training, education and skills that includes performing contract work for Portland Community College.

"Cutting lawns and building fences wasn't going to do it" as a way of giving the youthful offenders occupational skills when they left, Williams said. With limited funding, Williams' approach has evolved into what he calls the Success Academy, a way to teach college-level courses, technical training and the social skills that go with a responsible working life.

McLaren Superintendent Gary Lawhead, who has hired Williams and his CH2A firm for consulting, said, "We've had to become creative with the post high school [education] because the Department of Education does not provide for college course work." Nearby Chemeketa Community College has provided much of the college courses, and Portland Community College has helped with initial classes and provided an outlet for student technical skills.

But "the kids have to come up with the money" for tuition, Lawhead said, "It's not like there's state and federal money," even though "we've had some very generous people in the community."

Because of his own business background, Williams has also helped the youth become more entrepreneurial. They formed a company called Blazer Industries to market whatever products they could make.

That's where Portland Community College stepped in. "We have the need occasionally for spot services," said Randy McEwen, Portland's vice president for administrative services. "There are things we would like to do where we don't have the resources or the staff," especially for items the college cannot "buy off the shelf."

"The youth at McLaren had a whole variety of capabilities that we weren't aware of," McEwen said. "Harold Williams let us know about them... He's a very articulate advocate of McLaren."

For instance, the college needed some customized construction barriers, McEwen said, and "they helped us out with that."

"We're not into corrections anymore, we're into punishment. I believe in corrections," he said. But he doesn't believe in Measure 11.

Harold Williams

The largest project to date draws on the computer-assisted-design skills taught at McLaren. PCC has contracted with the youth to put all its building plans into digital form, most of them taken from aging blueprints.

"We've assisted them with some equipment to do the work," McEwen said. "We can't provide day-in and day-out direction. We have to sort of turn the work over to them." And "they're flexible in terms of work schedule."

"It's a very large task and not the kind of thing that lends itself to be contracted out," he said.

"It provides them great experience," in addition to a small fee per drawing, McEwen said. "It provides us a very valued service." The college is also looking to use the McLaren youth for specialized woodworking and other tasks as they come along.

"We've been very innovative in our approach. It's not do-good, pat-you-on-the-head kind of work," Williams said. "Recidivism will be almost none because they have jobs; they've been given a real education.... It's been done because we have an open-minded superintendent. And we have a college that's willing to take a chance."

Lawhead reciprocates the respect. Williams, he points out, has done things like set up a gospel music festival for the 430 youth now at McLaren. "He's got a big heart. His total focus is on these young men. His heart is as large as he is."

Williams has even larger plans, like getting enough equipment and courses at McLaren to offer an associate degree. "You've gotta make sure they have something," he said. "We've gotta give them realistic skills."

Williams, 58, said that his involvement with McLaren has been an education for him as well. "My whole life changed at 50," he said. "I thought I knew something about life, but these kids taught me." ■

Going to Waste

NO CRISIS PLAN IS A CRISIS

In today's environment of armed violence in schools, community college trustees must have the assurance their campus can appropriately respond to emergencies. Security for everyone on campus is of paramount importance in providing for educational opportunities.

Whether a bomb threat, armed suspect, hostage situation, or even a hazardous chemical spill occurs, public safety employees and the entire campus family need to be able to respond to the incident based on a predetermined plan.

BY MARK FAZZINI

There are those who believe these incidents will not happen on their campus, but just listening to accounts from witnesses of other school tragedies makes you realize it can happen anywhere. Knowing what to do, and when to do it, can make the difference between resolving a crisis situation with an acceptable conclusion or a tragic end. There is no guaranteed way to prevent a violent incident or crisis from occurring. All an institution can do is be organized and ready to respond. This can be accomplished by formulating a critical incident response plan.

All Must Help Form Plan

It is important that all components of an organization contribute to the formation of the plan. Administration, faculty, support staff and students all need to be part of the process. Collaboration with local police and fire personnel is also a must. Ultimately, the governing board of trustees needs to know a plan exists, and it is the responsibility of the administration to keep it current.

The plan document is meant to provide basic procedures in case of a crisis and it needs to be updated continually to meet the needs of the institution. Over time, technological advances, budgetary issues, staff and facility changes will force changes in the plan. The crisis plan is a flexible living document, evolving as the institution develops, and should also be reviewed on a regular basis.

No two campuses can use an identical crisis plan. Each school has its own unique characteristics that need to be reflected in its own plan. Location, student body, neighborhood, available staff, budgetary considerations, nearby community resources, and other points need to be considered.

Key Elements

In formulating a plan, the key elements that need to be discussed are deterrence, detection, response, investigation and enforcement.

Deterrence: The planners must analyze the campus's ability to deter someone from committing an act of violence. What combination of technology, personnel and policies will be needed to create an atmosphere to convince a potential offender he/she will be unsuccessful or be caught if they were to proceed? Fencing, telephone boxes, panic alarms, video cameras, card access doors, or metal detectors could be among the issues discussed. In some instances, budgetary restraints or political considerations can be obstacles to some strategies.

Detection: Next, planners must determine what technology, personnel and policies should be used to detect someone committing a serious offense. Building sensors, cameras and personnel are best suited for detection. Having staff monitor video cameras, patrol parking lots, ride bikes in areas not accessible to vehicles, and walk beats, as well as observations from faculty and volunteers, may be part of detection efforts.

When an incident occurs the first few seconds are critical for gauging the level of response required. Detection procedures must spell out what is expected of the first staff members on the scene. They should identify the location, offenders, type of crisis, assess the needs of fire and police, and above all communicate the information to the command center.

When an incident occurs the first few seconds are critical for gauging the level of response required. Detection procedures must spell out what is expected of the first staff members on the scene.

Response: It is important to know what policies need to be in place for the entire campus family to understand their role and responsibility during a crisis situation. Everyone needs to know when to lock down classes to protect against an intruder or when to evacuate the campus because of a potential threat. This can only be accomplished when all segments of the college have representation in the formation of the crisis plan and procedures are communicated to everyone. The best made plans can fail if no one knows about them. Communication is a critical element to make any plan work and to control rumors.

At the conclusion of a crisis a thorough investigation and review of the incident response is necessary. The plan should also outline what consequences the college will enforce against offenders. College authority will be limited to applicable law and school policy. It is important to send a deterrent message which will prevent future incidents from occurring. Suspension from school and criminal charges for anyone involved need to be evaluated as options. It is important that the community knows these issues are not taken lightly and security is of utmost importance.

During the planning process, legal issues will surface and counsel should be consulted since laws vary from state to state. Two examples might be questions on the use of surveillance equipment or limitations on conducting searches.

Throughout the planning process, there will be a need for detailed floor and site plans of the campus. These plans should also be available to local law enforcement and fire personnel. It is essential that any responding agency know exactly where the emergency is and exactly how to get there as quickly as possible. An additional set of these plans should be quickly available at the command center during a crisis incident.

Designing Buildings for Crises

Most schools were not constructed with the thought that someday an armed confrontation might occur there. Some buildings were constructed with many small pockets of space utilized to give students and staff privacy, while others were designed to facilitate movement with stairways, halls and elevators everywhere. These past architectural concepts have proved particularly challenging to security consultants. A current philosophy of design incorporates the concepts of Crime Prevention Through Environmental Design. These concepts contribute greatly to developing safe campuses.

This article is meant to stimulate discussion at your campus and provide topics for discussion in creating a crisis plan. Many issues could not be covered here due to their complexity. Imminent warning signs, evacuation plans, establishment of a command center, media relations, establishing a perimeter of safety, containment protocol, medical assistance, radio communications, mock drills, mutual aid agreements, after-event counseling, and much more need to be addressed in the planning process. An extensive plan will also include thoughts on recovery efforts to restore the campus back to pre-crisis conditions.

By establishing a well-qualified team of campus constituents, a crisis plan can be developed to respond to most emergency situations. ■

Mark Fazzini is chair of the Board of Trustees for Prairie State College in Chicago Heights, IL and a member of the ACCT board. He now serves as chief of police of the Public Safety Police Department at the College of DuPage, Glen Ellyn, IL after retiring as chief from the Olympia Fields Police Department.

What's the Score?

What Trustees Need To Know About Their College's Assessment Program

By Leila Gonzalez Sullivan

The American educational system is enthralled with tests these days. As a nation we have always been pragmatic—for every problem there is a solution, for any question there is an answer, usually in the form of numbers or data. We like to look at the bottom line, see the proof, face the facts.

Is it any wonder that the use of standardized tests and similar research instruments has become so prevalent? These tools allow us to quantify and compare, make decisions based on facts, demonstrate that we have improved and achieved.

There are numerous manifestations of this focus on testing. President Bush has pushed aggressively for legislation mandating periodic assessment of "adequate yearly progress" under his "Leave No Child Behind" plan. Children in grades 3–8 would be tested annually in reading and math, with serious consequences for schools that fail to improve students' scores over time.

University of California President Richard Atkinson proposed this spring that his institution discontinue the use of the SAT I for admission decisions, and his proposal gave rise to a national dialogue on the purposes and consequences of standardized testing in general. Similarly, the widespread practice of testing entering college students for basic skills in reading, writing and mathematics in order to place them in appropriate courses has fueled the continuing discussion about remedial education because so many of these students lack the fundamental skills needed for success in their studies.

Finally, many states are demanding empirical proof—numbers and percentages—that both K–12 schools and higher education institutions are doing their jobs. To address demands for accountability that are closely tied to funding, test scores are often presented as proof of institutional effectiveness.

Powerful Tools

Standardized tests can be powerful tools for assessing both individuals and institutions, but they must be used purposefully and wisely. They must also be cost effective. While the decision to use specific tests and other data collection tools rests with a college's administration, trustees should stay informed about their institution's assessment activities.

Community colleges tend to use two types of measurement instruments. Standardized tests developed by national organizations such as The College Board may be selected because they have been developed through accepted psychometric methods, offer scoring and reporting services, and allow comparisons among test-takers or similar institutions. In other instances, instruments developed in-house are used because these can be tailored to local conditions. Both kinds of institutional assessments serve a variety of purposes.

- **Outreach and recruitment:** Colleges may use surveys of local communities and entering students to help refine their recruitment efforts and identify unmet educational needs. They may also test local high school students to determine readiness for college work and offer skill-building sessions and tutoring as a means of connecting with prospective enrollees.
- **Placement:** Most institutions do some form of skills testing to determine entering students' capability to handle college-level work. Based on tests such as The College Board's ACCUPLACER and ACT's COMPASS, students receive academic advice and may be required to take remedial courses if math, reading or writing skills are weak.
- **Student demographics:** In addition to collecting data that state and federal governments may require, some colleges use survey instruments to learn about their students' characteristics and goals so programs and services can be fine-tuned.

- **Experiences of enrolled students:** Colleges may use in-house surveys or instruments such as the new Community College Survey of Student Engagement to learn how involved students are in their studies, which support services they are using and what barriers may hamper academic performance. Broadly defined, this category may also include questionnaires or exit interviews with students who leave the college for some reason before completing a degree.
- **Learning outcomes:** As colleges shift the emphasis from teaching to learning, they are employing more standardized tests to prove that students have gained competencies and knowledge. These tests may assess either general education or concentration areas and may be required for graduation. The Academic Profile, which is jointly sponsored by The College Board and the Educational Testing Service (ETS), is one means of measuring general education. For those career programs that lead to licensure in some form, such as allied health or engineering, scores on externally administered certification exams are usually monitored. In other career areas, industry standards are being incorporated into the curriculum and students are required to demonstrate that they can perform at the required proficiency level in order to complete their program.
- **Alumni and employers:** Most colleges gather information from their recent graduates. They may also survey business leaders and employers in the area to determine training needs and align academic programs with job market demands.
- **Institutional effectiveness:** Results from many of these assessment tools are also used to demonstrate institutional effectiveness for purposes of funding and accreditation, especially when they show positive changes over time. The data may serve as a stimulus for program improvement as well.

Trustees constantly receive reports from their administrators, and many of these include information gathered through tests and surveys. But how can trustees be sure that all this information is both valid and valuable? What are the key questions they should ask about the college's assessment activities or plan? There are six broad areas trustees should examine in setting policy.

1. ***Planning:*** Are tests or data collection clearly tied to the college's strategic plan and its expected outcomes? Has the college selected appropriate ways to measure outcomes and demonstrate achievement of goals? Has the college selected a few critical indicators to measure or is there testing overkill?

2. ***Purposes:*** Are the purposes for all tests and surveys clearly spelled out, and are the results actually being used for those purposes? That is, based on information gained from assessment, is the college improving instruction, increasing student performance and satisfaction, addressing local needs and gaining support for its programs and services?

3. ***Effect on students:*** Are students clear about the purpose of tests they must take, and are the results and consequences of their performance conveyed clearly? Are there so many tests and surveys that students "tune out" or refuse to cooperate? Do the tests have different impacts on student subgroups? Have all confidentiality requirements been observed?

4. ***Costs:*** Does the information gained justify the costs and staff time? Have assessment costs been put into the budget?

As colleges shift the emphasis from teaching to learning, they are employing more standardized tests to prove that students have gained competencies and knowledge.

5. ***Impact:*** Are trustees and the institution prepared to fix problems identified through the assessment program? For example, will students be held back from graduation if they do not pass a certain test? Will the college drop unproductive programs, realign resources to meet emerging needs, offer guarantees to employers if graduates lack promised skills, address student demands and dissatisfaction? Does the college have a public relations strategy for presenting assessment results to external audiences? Does it have a plan for managing public relations when negative findings come out?

No one expects community college trustees to be experts in research techniques. Nevertheless, in the course of their governance responsibilities, boards will face testing and assessment issues from time to time. Including a component on assessment in the board education program might be one way to build trustees' understanding and ensure thoughtful consideration of the issues. When trustees "know the score," they will be able to help their colleges score high in today's testing environment. ■

Leila Gonzalez Sullivan is interim director of Community College Relations of The College Board, which is a member of ACCT's Corporate Council.

Don't Be Worm Food

The Early Bird Keeps Up With Network Security

By Tom Huber

Worms in gardens are good. Worms in your computer systems are bad, very bad.

This past summer, when our personal defenses may have been on vacation, the high-tech world was threatened by an Internet worm, described by Wired magazine as "a self-replicating, self-propagating, often destructive code that can paralyze entire computer systems," in business, on campus and at home.

This worm, known as Code Red, surfaced in late July and targeted a particular Internet Protocol (IP) address in Washington DC. You may know it as 1600 Pennsylvania Ave. Computer worms know it as www.whitehouse.gov.

Since IP addresses function like telephone numbers, bringing outside communications into a specific destination, FBI technicians at The White House had to quickly maneuver to avoid the rapidly accelerating worm before it could do any damage to the Microsoft servers and software that support the official White House Web site. Fortunately, they were successful. The worm never made it to the Bush administration servers.

While the White House Web site was spared, the damages to several companies, organizations, colleges, universities and personal computers were costly. The worm terrorized Web sites, denying service to potential clients and corrupting content on more than 225,000 server computers, according to the Community Emergency Response Team (CERT).

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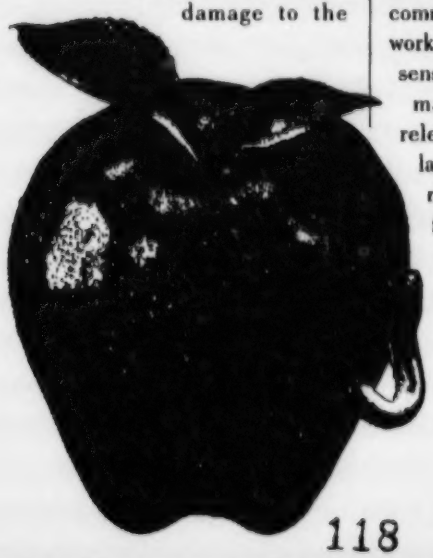

Consider what kind of damage could be done to the network systems on a community college campus if the network is not sufficiently secure. What if sensitive financial and personal information was corrupted or, worse, released for all to see? What kind of lawsuits may result from this compromise to the integrity of student and family financial data? The results could be devastating to the reputation of a learning institution that prides itself on community service and awareness.

Massive outlays for technology

development are worthless unless they include proper security that will protect the integrity of sensitive information, uphold the intellectual property of the institution and alert network administrators to impending attacks from crippling worms and computer viruses.

Collegis, which serves nearly 50 institutions of higher learning, spotted this worm early, sparing our academic clients from the damage that could have been done by Code Red.

As trustees, you must ask yourselves: Can your institution afford to leave itself unprotected?

Target-rich environment

Colleges and universities are often vulnerable to these types of online terrorist attacks. I don't use the term "terrorist" loosely, here. The creation and release of an Internet worm or virus can have paralyzing effects on worldwide commerce and poses a serious threat to the security of data, such as proprietary employer information, that no one would want in the public domain.

As technology grows more prevalent on campus, and we raise and educate a more technologically savvy community of students, the stakes get even higher. Academic computing departments at institutions of higher education must teach about network security, but in so doing, may be offering tips on how to compromise security on campus, using campus servers and e-mail addresses as all-too-convenient starting points for viral development.

Colleges have powerful servers to run all of the computer needs of a major institution. Those servers, because of their power, are attractive to computer hackers who need power to run their infectious codes. Fighter pilots would call this a "target-rich environment." Students know just enough to be dangerous with data that is not their own and are within range of servers that can turn that data into disaster for school administrators.

Tom Huber

Colleges have powerful servers to run all of the computer needs of a major institution. Those servers, because of their power, are attractive to computer hackers who need power to run their infectious codes.

Consider this possibility: A mischievous student decides to turn practice into theory by testing the quality of the local college security system. The student has learned how to write code that will replicate the college e-mail servers and give access to all addresses within that system. The student could, if he/she chooses, send profane messages to all faculty members, community leaders and college trustees (Yes, it can happen).

The student could command the computer system to react to certain impulses at prescribed times, causing power failures, de-classifying documents to unauthorized computer users and soiling the name of the college or university just to see if it is possible to do so. Who will stop this student before the damage is done?

Without the proper security measures, colleges face steep odds in protecting their reputations and risk losing it all to one disgruntled student or former employee.

NetAlert

The Collegis corporate offices in suburban Orlando, Fla., house a Network Operations Center (NOC) that serves as an off-site guardian to computer networks worldwide. From there, NetAlert monitors many client systems for security breaches and Web traffic.

Many schools face staffing dilemmas because of tight budgets or insufficiently trained information technology (IT) staff. By outsourcing the majority of security responsibilities, these schools can cap payroll spending on IT staff while gaining the expertise of an entire staff of network service advisers and staff monitors at NOC.

As campuses gain greater access to Web technologies, and as those technologies themselves develop, we can expect more volatility with regard to security. Where there is opportunity (academic enrichment, financial gain) there could be criminal activity (computer hackers who cause mischief, mayhem and tremendous financial loss). NetAlert, and similar network security systems, may be your only defense against these destructive forces.

Reputations for educational excellence take years to gain. Those entrusted with preserving these reputations must also be responsible enough to protect them whenever and however possible. ■

Tom Huber is President of Collegis in Maitland, Fla. His company offers monitoring and technology services exclusively to higher education and is a member of the ACCT Corporate Council.

CORRECTION

An article on IT strategic planning in the last issue (Summer 2001) misspelled the name of the author, Jan Baltzer, senior vice president for strategic services at Collegis.

Federal Appeals Courts Overturn Over 40% Of Discrimination Victories

By Ira Michael Shepard and Elizabeth Thomas
ACCT General Counsel

An analysis of nine years of trial statistics, commissioned by two plaintiff-side law firms, has found that federal appeals courts are less likely to uphold verdicts in favor of employees who allege job discrimination than they are in favor of other types of plaintiff civil actions. The data from the study was obtained from the Administrative Office of the U.S. Courts and includes all civil cases that resulted in a trial verdict and were appealed from 1988 to 1997.

The reversal rate by federal appellate courts for 2,278 defendants in all types of cases was an average 33%, as compared to the 44% reversal rate in the 266 cases in which losing employers appealed adverse discrimination verdicts. Also, at the trial level employee discrimination suits are less likely to succeed than any other types of cases. Only 30% of the plaintiffs in 7,575 employee discrimination suits that went to trial prevailed. This is below the average plaintiff win-rate of 43% in all 57,878 civil trials. The employee-plaintiffs who lost at the district trial level prevailed in only 5.8% of appeals, less than half the 12% success rate for all 5,100 plaintiffs who appealed.

Ira Michael Shepard

Elizabeth Thomas

The authors of the study claim that federal appeals courts scrutinize employee trial victories more harshly than employer wins. The study concluded that appellate courts' readiness to reverse was surprising since discrimination cases typically turn on employer intent and credibility of witnesses, factors often considered outside the purview of appellate review. Generally, appellate courts confine their review strictly to issues of law and defer to the factual findings made by trial judges and juries.

The study was sponsored by two law firms headed by prominent plaintiff-side attorneys: Johnnie Cochran, the former O.J. Simpson defender who has a race discrimination suit pending against Microsoft Corp., and Cyrus Mehri, who last year won a $192 million bias settlement from Coca-Cola Co. Mehri claims the findings reveal that appeals judges are only deferential to the factual findings of the trial court if the employer-defendant wins. Defense bar attorneys counter that the figures indicate that appellate courts were vigilant in correcting errors by lower courts.

The study showed that employers were more successful than employees in discrimination suits in all 12 federal circuit courts of appeal. Employer appeals

"We've got a class-action suit if ever I saw one."

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in the Fifth U.S. Circuit Court of Appeals, covering Louisiana, Mississippi and Texas, were the most successful, with 14 of 23 employee trial wins overturned. The Fifth Circuit upheld 95% of the 163 employer favored verdicts. Reversals of trial wins by employers were the highest in the Ninth Circuit Court of Appeals, which includes the jurisdiction of California, Oregon, Washington, Arizona, Montana, Idaho, Nevada, Alaska, and Hawaii. The Ninth Circuit reversed 47% percent of plaintiff victories and 11% of defense victories.

Judges Permitted to Accept Wide Array Of Statistical Evidence in Discrimination Cases

In rejecting an age discrimination claim, the Seventh Circuit ruled that a wider amount of statistical evidence should be permitted in intentional discrimination cases, even if it would be rejected as statistically insignificant by scholars. The court issued its decision in Kadas v. MCI Systemhouse Corp.

The court stated that judges should have more flexibility in accepting statistical evidence because there could be cases in which a case of intentional discrimination is provable based solely on statistical evidence. The court reasoned that judges should not be prevented from accepting evidence that is below the level of significance traditionally judged as accurate by scholars. The court concluded that when other evidence corroborates the outcome, the evidence need not be deemed worthless. ■

Ira Michael Shepard and Elizabeth Thomas are with the firm of Schmeltzer, Aptaker & Shepard, P.C. in Washington, D.C.

Supreme Court Narrows Attorney Fee Awards In Civil Rights Cases

The U. S. Supreme Court recently made it harder for plaintiffs to be awarded reimbursement of their attorney fees in civil rights actions in handing down Buckhannon Board & Care Home Inc. v. West Virginia Department of Health and Human Resources.

The case involved an American with Disabilities Act (ADA) suit by a West Virginia assisted living facility alleging that the state's labor department regulations violated the ADA. Before the case was decided, the state legislature revised the offending legislation. The plaintiffs requested attorney's fees as the "prevailing party," basing their entitlement on the "catalyst theory." Under the catalyst theory, a plaintiff is entitled to have the defendant pay their attorney's fees in achieving the desired result even if the result came voluntarily after the lawsuit was filed, but not as part of a settlement. The district trial court and the Fourth Circuit Court of Appeals rejected the plaintiffs' request.

The Supreme Court also rejected the catalyst theory, which had been followed by nine federal circuits. The court, after reviewing the legislative history of the Civil Rights Attorney's Fees Award Act and prior cases on the subject, reasoned that a plaintiff was entitled to attorney fees only if a court awarded some relief. The justices stated that Congress intended to permit an award of counsel fees only when a party had prevailed on the merits of at least some of the claims. Furthermore, the court held that settlement agreements enforced by a consent decree also embodied a court-ordered change in the legal relationship between the plaintiff and the defendant.

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The court concluded that enforceable judgments based on the merits of the case and court-ordered consent decrees created the necessary alteration in the legal relationship of the parties to permit an award of attorney's fees. ■

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(**Expansion** *continued from page 13)*

standing teaching and student services, programming and funding formulas based on their area's need and the trust of those in their community.

Four-year schools may bring additional curricular and subject matter expertise, experience in preparing students for graduate study and an expanded source of learning resources. Traditional notions of transferability of courses taught at the freshman and sophomore levels that are indeed upper-division coursework can be reconsidered, making it possible for students to stay on the community college campus longer, working on an acceptable degree plan, transferring more than 60 hours to the receiving institution. A full recognition of the value of community college instruction without the handicap of transfer debates could make a world of difference for the community college desiring to better serve its community by moving incrementally toward the four-year college tradition without making the complete jump. These notions make for a "true partnership" and should be considered seriously.

At Mountain State University, we are working to honor our own junior-college roots with a partnership program built on the "win-win" principles of genuine collaboration. We hope to provide community colleges with the tools that will allow them to serve their students with four-year degree options—without sacrificing their purpose or autonomy.

Creating such relationships can allow community colleges to build on their considerable strengths, add depth to their curricula without deviating from their mission, and expand their offerings without lengthy and demanding political and accreditation processes. It's an idea we should consider as we pursue our most fundamental common goal: connecting people with higher education. ■

Charles H. Polk, Ed.D., served as president of Daytona Beach Community College before becoming president of Mountain State University (formerly Beckley College and then The College of West Virginia) in 1990.

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